T.C.
MARMARA ÜNİVERSİTESİ
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KAMU YÖNETİMİ ANABİLİM DALI
HUMAN RESOURCES MANAGEMENT AND
DEVELOPMENT BİLİM DALI

# THE ROLE OF BREAKING THE GLASS CEILING STRATEGIES ON WOMEN'S CAREER ADVANCEMENT

Master Thesis

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# KADINLARIN KARİYER GELİŞİMİNDE CAM TAVANI AŞMA STRATEJİLERİNİN ROLÜ

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KAMU YÖNETİMİ Anabilim Dalı İNSAN KAYNAKLARI YÖNETİMİ VE GELİŞİMİ (İNG) Bilim Dalı Yüksek Lisans öğrencisi NESLİHAN ERKILINÇ nın THE ROLE OF BREAKING THE GLASS CEILING STRATEGIES ON WOMEN'S CAREER ADVANCEMENT adlı tez çalışması ,Enstitümüz Yönetim Kurulunun 01.06.2011 tarih ve 2011-10/24 sayılı kararıyla oluşturulan jüri tarafından oybirliği/~~oyçokluğu~~ ile Yüksek Lisans Tezi olarak kabul edilmiştir.

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# ÖZET

Günümüzde git gide değişen toplum yapısı, yeni yapılanmalar ve küreselleşme ile birlikte işgücünün yapısı ve niteliği de değişime uğramıştır. İşgücünde alışmışın dışında yapılar oluşturan bu değişimin göstergelerinden biri, çalışan kadın nüfusunun her geçen gün artmasıdır. Son yıllarda yapılan çalışmalar kadınların iş hayatına katılımlarının arttığını, ancak bu katılımın genellikle alt düzeylerde olduğunu ve "üst düzey" yönetim pozisyonlarında yeterince yer almadıklarını göstermektedir. Bu duruma yol açan pek çok faktör olmakla birlikte, günümüzde kadınların ötesine geçemedikleri bir "cam tavan"ın kavramından bahsedilmektedir.

İşletmelerde kadınların üst pozisyonlara yükselmelerinin önündeki her türlü görünmez engel "cam tavan" olarak adlandırılmaktadır. Çalışan kadınlar cam tavanı aşmak için eğitim almak, sosyal ilişki geliştirmek, kariyer geliştirme programlarına katılmak, mentordan yardım almak ve yüksek performans göstermek stratejilerini kullanmaktadır. Araştırmanın temelini oluşturan bir diğer kavram ise kadın çalışanların "cam tavan algısı"dır.

Bu çalışma, kadın çalışanların cam tavan kavramına yönelik tutumlarını değerlendirmeye ve kadınların algıladıkları cam tavan engellerini aşmak için hangi stratejileri kullandıklarını belirlemeye yönelik olarak hazırlanmıştır. Bu amaçla, çeşitli özel sektör kuruluşlarında çalışan 199 kadın çalışana anket uygulanmıştır. Araştırma sonucundan cam tavan algısı düşük olan kadınların herhangi bir strateji kullanmadıkları görülmüştür. Analizde cam tavan algısı yüksek olan grubun "yüksek performans gösterme" ve "kariyer gelişim programlarına katılma" stratejilerini kullandıkları sonucuna ulaşılmıştır. "Yüksek performans gösterme stratejisi"ni kullananlar, "ilgi alanlarının kariyer yönünde analizi ve sevki"ne, "Kariyer gelişim programlarına katılma stratejisi"ni kullananlar ise yüksek değerlerde "kariyere yönelik çaba ve girişimler"e düşük değerlerde ise "kariyere verilen önem ve kariyer bilinci"e önem verdikleri görülmüştür. Sonuçlar, bu alandan yapılmış çalışmalarla bazı benzerlikler gösterirken, pek çok farklı sonuca da ulaşıldığı görülmektedir. Örneklemin sayısı, uygulamanın

yapıldığı sektör ve coğrafi bölge, araştırmanın sonucunu doğrudan etkileyen ve sonuçlardaki farklılığı yaratan faktörlerdir.

**Anahtar Kelimeler:** Cam Tavan Kavramı, Kadınların Kariyer Gelişimi, Cam Tavan Algısı, Kariyer Engelleri, Cam Tavanı Aşma Stratejileri

# ABSTRACT

In this day and age, the structure and the qualification of labour has changed along with the changing society structure, new structurings and globalization. One of the indicators of this change which form extraordinary structures is the increas of working woman population. The recent research studies show that there is an increase of woman participation in business life, but this participation generally is not seen in senior-level management but generally seen in in low-levels. As there are various factors leading this situation, the " glass ceiling" notion has become an issue that women can not go beyond. All reasons that set an invisible barrier for women to advance in business life is named as "glass ceiling". To go beyond these barriers, working women practice strategies as take training, socializing, attending in carrier improvement programmes, having mentor assistance and showing high performance. The other notion that our research is based on is the "glass ceiling perception".

Elevations of the top positions for women in business in front of the invisible barriers of all kinds are called glass ceiling. Woman employees use some strategies to overcome glass ceiling. These are having education, developing social relationships, participate in career development programs, mentor for assistance and show high performance. Another concept is the basis of the research in the perception of female workers, the glass ceiling.

This study assessed the attitudes of woman employees towards to the notion glass ceiling and designed for to determine what strategies they use to overcome the barriers of perceived glass ceiling. For this purpose a survey applied to 199 woman employees which are working in various private-sector. In the result of research women which have a low perception of glass ceiling were not use any strategy. In this analysis, reached the conclusion that the group which have a high perception of glass ceiling used "high-performance display" and "participate in career development programs" strategies. The participants that use "strategy of high performance", fullfill the "analysis and direction of the interest to career". When the "strategy of high performance"

decreases, the participants start to use “career-oriented efforts and initiative”.The results of studies made in this area showed some similarities, however much has been achieved in a very different conclusion. the number of the sample, the application on the sector and geographic region, directly affecting outcomes and factors that create differences in the results of the study.

**Keywords:** Concept of Glass Ceiling, Women’s Career Development, Glass Ceiling Perception, Career Obstacles, Breaking The Glass Ceiling Strategies

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# CHAPTER 1: WOMEN'S CAREER DEVELOPMENT

## 1.1 CONCEPT OF CAREER

The concept of career is based on very old. The word of career etymological means drive path in French. The concept of a career is used in such different meanings like "professional, diplomatic career, which actually should be a professional position, a road to fallow" in French.[1]

Stated many times that most of us use the concept of career is especially concerning the work of the position, any progress could be at work and work life and the positions that can be found in work life is advanced.[2]

Career is a process that, personal and organizational objectives are directly related to an individual's life experience and partly related to the business experience and activities.[3]

It may define as the occupational positions a person has had over many years. Careers today are not what they were several years ago. Career were tarditionally viewed as an upward, linear progression in one or two firms or as stable employment within a profession. Many people look back on their careers with satisfaction, knowing that what they might have achieved they did achieve, and that their career goals were satisfied. Other are less fortunate and feel that, at least in their careers, their lives and their potential went unfulfilled.[4]

As we seen there are lots of different definitions of career. On the following definition of career is remarkable in common; advancement, development, acquired as a personal work-related behaviors and attitudes and life-long work activities.

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[1] D. Bingöl, **İnsan Kaynakları Yönetimi,** Beta Yayınevi, 2003, pg.245.
[2] İnsan Kaynakları İçerik Ekibi, "bireyler ve kariyer yönetimi kavramı", 5 Eylül 2002, http://www.insankaynaklari.com/cn/ContentBody.asp?BodyID=315
[3] Z. Sabuncuoğlu, **İnsan Kaynakları Yönetimi**, Ezgi Yayınevi , 2000, pg.148
[4] G. Dessler, **Human Resources Management**, Prentice Hall, 2005, pg.350

## 1.2 CAREER PLANNING AND CAREER DEVELOPMENT

Career planning is the deliberate process through which someone becomes aware of personal skills, interests, knowledge, motivations and the other characteristics; acquires information about opportunities and choices; identifies career related goals and establishes action plans to attain specific goals.[5]

The process by which individuals plan their life's work is referred to as a career planning. Through career planning, a person evaluates his or her own abilities and interests, considers alternative career opportunities, establishes career goals and plans pratical development activities. The work environment in which career planning takes place has changed rapidly in recent years. Across the country and around the world, downsizing has accurred. Workers and managers alike are being displaced in massive numbers. Therefore, a very important factor affecting career planning is the work environment individuals confront.

Career planning is a an ongoing process. It takes into consideration the changes that occur in people, in organizations and in the environment. This type of flexibility is absolutely necessary in today's dynamic organizational environment. not only the firm's requirements change but individuals may choose to revise their career expectations. Some prefer the old fashioned way up. But in today's less vertical corporate world, workers may have to consider other directions that may eventually lead to a higher plane.[6]

At the same time career planning is also defined as a component of career development. Career development process inculde career planning activities.

Careers and career development in organizations to the concept of interest has emerged in the last ten years. In first decade the concept of career development processes, career planning groups and career assessment centers and so on was

[5] Dessler, pg. 351
[6] R. W. Mondy, R. M. Noe, **Human Resource Management**, Prentice Hall, 1996, pg. 303

important issues. In second decades the terms like on the job training and individual career development which are informal advancement was concentrated. [7]

Career development can be define as the lifelong series of activities that contribute to a person's career exploration, establishment, success and fulfillment.[8]

Career development is an ongoing process of planning and directed action toward personal work and life goals. Development means growth, continuous acquisition and application of one's skills. Career development is the outcome of the individual's career planning and the organization's provision of support and opportunities, ideally a collaborative process.[9]

Career development is a formal approach taken by the organization to ensure that people with the proper qualifications and experience are available when needed. Thus, career development includes any and all activities that prepare a person for satisfying the needs of the firm both now and in the future. Today's workers realize that they do not continously add value to the organization, their future with the firm is greatly diminished. Essentially everyone in the company could be involved.[10]

Career development is different from training. Career development has a wider focus, longer time frame and broader scope. The goal of training is improvement in performance; the goal of development is enriched and more capable workers. Career development is not a one-shot training program or career planning workshop. Rather, it is an ongoing organized and formalized effort that recognizes people as a vital organizational resource.

Today, career development usually involves meeting employee and employer needs. Many organizations view career development as a way of preventing job burnout improving the quality of employees' work lives and meeting affirmative action goals.[11]

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[7] R. J. Burke, "Career Development in a Professional Services Firm**", Journal of Management Development**, Vol. 14, No.1, 1995, pg. 25
[8] Dessler, pg. 351
[9] P. Simonsen, **Promoting a Development Culture in Your Organization: Using Career Development as a Change Agent**. Palo Alto, CA: Davies-Black, 1997, pg. 266
[10] R. W. Mondy, R. M. Noe, pg. 313
[11] L.R. Gomez-Mejia, D.B.Balkin, R.L. Cardy, **Managing Human Resources**, Prentice Hall, 2001, pg. 294-295

## 1.3. RESPONSIBILITY FOR CAREER DEVELOPMENT

Organisations engaging in career development adopted a 'leave it to us' or paternalistic approach in the late 1980s and early 1990s. Basically this approach was the larger organisations tended to run their career development programmes centrally, only concentrating on management development and succession planning. [12]

Many key individuals must work together if an organization is to have an effective career development program. Management must first take a commitment to support the program by making policy decisions and allocating resources to the program. Human resources professionals are then responsible for implementing the career development program by providing the necessary information, tools, guidance and program liaison with the top management. The worker's immediate supervisor is responsible for providing support, advice and feedback. Through the supervisor, a worker can find out how supportive of career development in the organization. Finally, individual employees are ultimately responsible for developing their own careers.[13]

[12] Tricia Jackson, **"Career Development"** , 1st Edition, UK: Good Practice, IPD, 2000, pg. 20
[13] R.W. Mondy, R.M. Noe, pg. 315

**Table 1: Roles in Career Development**

Individual

- Accept responsibility for your own career.
- Assess your interests, skills and values.
- Seek out career information and resources.
- Establish goals and career plans.
- Utilize development opportunities.
- Talk with your manager about your career.
- Follow through on realistic career plans.

Manager

- Provide timely performance feedback.
- Provide developmental assignments and support
- Participate in career development discussions.
- Support employee development plans

Organization

- Communicate mission policies and procedures
- Provide training and development opportunities
- Provide career information and career programs
- Offer a variety of career options

Sourced by Fred L. Otte and Peggy G. Hutchenson, "**Helping Employees Manage Careers**", New Jersey: Prentice Hall, 1992, pg. 56

In traditional, bureaucratic organizations development was somthing done "for" individual employees. For instance, the organization might have an assessment center to identify employees who have the characteristic necessary to hold middle and upper

managemnet positions. These individuals would be groomed through a variety of programs, and so on. The individual employee, while certainly not kept in the dark about the company's plans, would not actively participate in the development decisions.[14]

The employee, the employer and the manager are both responsible for emplyee's career development process. However, the employee should always accept full responsibility for his or her own career development and career success. This is one task that no employee should ever leave to a manager or employer. For the individual employee, the career planning process means matching individual strengths and weaknesses with occupational opportunities and threats. People want to persue occupations, career and job that capitalize on his or her interest, skills, aptitudes and values. Her or she wants choose jobs, career and occupations that make sense in terms of projected future demand for various types of occupations.[15]

In the past the planning and management of careers was seen as the major responsibility of the individual. Ccareer regarded as "an evolving sequence of person's work experience over time". Later, the focus of career development has shifted from the individual to the organization. Traditional careers have dominated industrial employment because most organizational structures supported it. Traditional career systems were hierarchy based, where people compete for limited promotional opportunities and climbing up the ladder was the ultimate indicator of success . These were the norms since the inception of the industrial revolution.[16]

[14] L.R. Gomez-Mejia, D.B.Balkin, R.L. Cardy, pg. 296
[15] Dessler, pg. 353
[16] Y. Baruch, "Career Development in Organizations and Beyond: Balancing Traditional and Contemporary Viewpoints", **Human Resource Management Review**, Vol. 16, 2006, pg. 125–138

### 1.3.1 The Employee's Role

Many modern organizations have concluded that employees must take an active role in planning and implementing their own personal development plans. Ther mergers, acquistions and downsizings of the 1980s and 1990s led to layoffs in managerial ranks and managers' realization that they cannot depend on their employers to plan their careers fot them. Added to this economic chaos is the empowerment movement, which shifts decision making responsibility down through the organizational hierarchy. Both of these trends have led companies to encourage their employees to take responsibility for their own development.[17]

Career development can occur in many ways in today's organizations. In some organizations, employees create their own development programs.

Carrer development begins with self understanding. Then, the person is in a position to establish realistic goals and determine what to do to achieve these goals. This action also lets the person know whether his or her goals are realistic.[18]

Making career decisions is the employee's responsibility. Employee should ask his or herself that what am i looking for in a job and what extent my current position is fulfilling my needs. Employee should get rid of the job which reduce his or her energy and include low responsibility. Enrich your networks like joining a cross functional team at work, finding a role model and talking about your career goals, making informational interviews with people whose job interes you and tring to be a part of a nonprofit organization, in this way meeting new people and making new friends.

Following the searches having a mentor – a senior person who can be a sounding board for your career questions and provide career related guidance and assistance – can importantly improve sucess and career satisfaction. The employer can play an important role like encouring and rewarding senior managers to become a mentor. But we can say

[17] L.R. Gomez-Mejia, D.B.Balkin, R.L. Cardy, pg. 296
[18] R. W. Mondy, R. M. Noe, pg. 313

that finding mentor and maintaining productive relationship with him or her is employee's responsibility. This obligations may define[19]:

- Selecting the suitable mentor. The mentor should be able to remain objective to offer good career advice, so someone who doesn't have direct supervisory responsibility over you may be best. Many people seek out someone who is one or two levels above their current boss or possibly even someone in another company.
- You can be rejected, don't let down. Everyone is not willing to undertake this time consuming professional commitment, so do not be surprised if your first one or two choices turn you down.
- Make it easier for a potential mentor to agree to your request by making it clear ahead of time what you expect in terms of time and advice.
- Buy a new schedule. Bring this schedule with you at the first meeting with your mentor and note some important issues on it.
- Be careful not to take to much mentor's time. Make good selection about the topics that you want to talk with your mentor. They should be job related issues.

Giving employees total responsibility for managing their own careers can create problems in today's flatter organizations where opportunities to move up through the hierarchy are far fewer than in traditional bureaucratic organizations. Employees need at least general guidance the steps they can take to develop their careers, both within and outside the company.[20]

### 1.3.2 The Employer's Role

The primary responsibility for career planning rests with the individual. However, organizations should actively assist in the process. From the organization's viewpoint, career planning involves a conscious attempt to maximize a person's potential contributions. Firms that promote career planning programs for their employees reap many benefits.

The process of establishing career paths within a firm is referred to as organizational career planning. Firms should undertake organizational career planning

[19] G. Dessler, pg. 354
[20] L.R. Gomez-Mejia, D.B.Balkin, R.L. Cardy, pg. 296

programs only when the programs contribute to achieving basic organizational goals. This is more important in today's environment in which traditional vertical mobility has been stifled in many organizations. [21]

An organization must make career development a key business strategy if it intends to survive in an increasingly competitive and global business environment. In the information age, companies will compete more on their workers' knowledge, skill and innovation levels that on the basis of labor costs or manufacturing capacity. Because career development plays a central role in ensuring a competitive work force, it can not be a low priority program offered only during good economic times.[22]

According to the Byrans and Rue, career development has three major objectives from the organizations viewpoint[23]:

- To meet the immediate and future human resource needs of the organization on the timely basis
- To better inform the organization and the individual about potential career paths within the organizations
- To utilize existing human resource programs to the fullest by integrating

the activities that select, assign, develop and manage individual careers with the organisation's plan.

The employer's responsibility in the career development process is depends on how long the employee has been working with the firm. After the person has been on the job for a while, an employer can take steps to contribute in a positive way to the employee's career. In which the manager is trained not just to appraise the employee but also to match the person's strengths and weaknesses with a feasible career path and required development work is one important step. Mentoring opportunities can provide by firms. This mentoring can be formal or informal.[24]

[21] R. W. Mondy, R. M. Noe, pg. 307
[22] L.R. Gomez-Mejia, D.B.Balkin, R.L. Cardy, pg. 295
[23] Lloyd L. Byars, Leslie W. Rue, **"Human Resource Management",** McGraw Hill, 2000, pg. 249
[24] G.Dessler, pg. 355

## 1.4 INDIVIDUALS' CAREER DEVELOPMENT STAGES

Career development process can analyse and discuss by separate it steps and stages. Career stages are work in an individual's work life, starting from inquiries about job opportunities and identification of skills until the retirement. In this stages, individual has different needs and expectations to satisfy. Therefore, each stage has its own unique identity. Five career stages can be identified that can generalise for most adults, regardless of occupation: exploration, establishment and achievement, mid-career, late-career and decline.

- **Exploration Stage :**

Employee starts to work about his or her career in this period of time. First he or she tries to find his or her self and understand. He or she search for a right job which match with his or her abilities. At the same time when it needs or employee wants, some talent and ability tests can apply. Employee starts to discover his or her strenghts and weaknesses and suitability for the job. Actually this stage contains personality assessment and development.[25]

Many of the critical choices individuals make about their careers are made prior to entering the work force on a paid basis. The people hear from their relatives, teachers and friends, they see on television or on the street corner, and sports they play, begin to narrow their career choice alternatives and to lead them in certain directions. Certainly, the careers of individuals' parents, their interests, their aspiration for them, and their financial resources will be heavy factors in determining the perception of what careers are available or what schools, colleges or universities they might consider.[26]

[25] T. Kaynak, "**İnsan Kaynakları Yönetimi"**, T.C. Anadolu Üniversitesi Yayınları, 1996, pg. 190
[26] D. Torrington, L. Hall, S. Taylor, **"Human Resource Management"**, Prentice Hall, 2005, pg. 412

- **Establishment and Achievement Stage (Early Career)**

Approximately in this stage people are between the ages of 25 and 40. Employee struggles to evaluate the opportunities about the job. Feedback and support from the immediate manager are also the key points.

"Early career" is similar to three step stair.

In the first step employee determines his or her career goals which based on his or her knowledge, ability, interest and values.

In the second step employee tries to do the best he or she can to achieve the goals set by his or her hand.

In the third step to maintain the current status, employee tries to impower his or her feed-backs. Not to get behind with the job and work environment, development process continues.

The individual has made his or her career choice and is concerned with achievement, performance, and advancement. This stage is marked by high employee productivity and career growth, as the individual is motivated to succeed in the organization and in his or her chosen occupation. Opportunities for job challenge and use of special competencies are desired in this stage. The employee strives for creativity and innovation through new job assignments. Employees also need a certain degree of autonomy in this stage so that they can experience feelings of individual achievement and personal success. [27]

- **Mid-career Stage**

The employee become teacher from a learner. mid-career stage usually falls between the ages of 40 to 55 and may involve further growth and advancement or the maintenance of a steady state. In this period of time individuals may continue their

[27] T. Kaynak, pg. 191

improvements in performance, level off or begin to deteriorate. The employee has reinforced his or her position in his or her career.

There is no need to demonstrate his or her self at the work environment. So the employee is relaxed and can work in peace. Besides, the individual's also met with problems like familial responsibilities and related problems, first serious health problems, middle age crisis and the feeling of burnout is can occure in this stage. This career stage represents fastest and gainful leap for competent employees who are commonly called "climbers". There is continuous improvement in performance. On the other hand, employees who are unhappy and frustrated with the job, there is marked deterioration in their performance. In other to show their utility to the organization, employees must remain productive at this stage. Authority, responsibility, rewards and incentives are highest at this stage.[28]

- **Late-career Stage**

This career stage is pleasant for the senior employees who like to survive on the past glory. There is no desire to improve performance and improve past records. Such employees enjoy playing the role of elder statesperson. They are expected to train younger employees and earn respect from them. In this stage people are between the ages of 55 and 65. Performance and the mobility of the employee gets decrease. During this period, individuals are more interested in their health and become happy by getting respect from young employees.

Individual's this stage is the period of maturity. Learning become slowly but a great experience has gained. Especially towards the end of the circuit, the individual's interest in the business of life is reduced and is entering a period of decline. The employee has no aim to perform the best he or she can do, it means that this stage is not a improving stage, it is just the begining of the employees career regression.[29]

[28] M. C. Özden, **Bireysel Kariyer Yönetimi**, Profesyonelin El Kitabı, Ankara, Subat 2001, http://cv.insanbul.net/kitap/icindekiler.htm
[29] T. Kaynak, pg. 193

- **Decline Stage**

As retirement time comes, the power of the individual and career responsibilities are reduced. This career stage represents the completion of one's career usually culminating into retirement. After decades of hard work, such employees have to retire. Employees who were climbers and achievers will find it hard to compromise with the reality. Others may think of life after retirement. Some of the employees write their experiences up and try to transfer them to the next generations. This can also be orally like attending mentoring programs as a mentor.

Many of the employee who are in the decline stage can feel their self like ineffective and unproductive. This is why they feel empty. This final stage in one's career is difficult for everyone. Unfortunately and ironically this is probably hardest on those who have had continued successes in their early stages. [30]

In the decline stage part-time work is an increasingly important phenomenon among older workers. More than a third of retirees want to work part-time for "interest and enjoyment". This reflects a relatively new and increasingly common set of circumstances among late-stage workers, "bridge jobs." This category of jobs offers new experiences, provides flexibility, and bridges the gap between careers or before leaving the workforce permanently.[31]

### 1.4.1 Woman's Career Development

[30] A. David De Cenzo, P. Stephen Robbins, **"Human Resource Management"**, New Jersey: John Wiley and Sons Inc., 1996, pg. 274
[31] D. K. Cooke, "Measuring Career Stage", **Human Resource Management Review,** Volume 4, Issue 4, 1994, pg. 383-398

In recent years, rising educational levels of women in the world and our country has increased the participation of woman in the worklife. Previously, were only included in working life because of lack of family income. Today, they fulfill the requirements of education and work life to a certain place and are willing to have a career.[32]

Much of the career development work which has focused on men has discussed the effects of age and career stage on an individual's job attitudes and performance. The assumption behind much of this work is that if people do move through patterns of adjustment in their lives then identifying the patterns of issues associated with various ages and stages may help in our understanding of individuals' attitudes and behaviours in organizations.

To understand the careers of women, we should first take care of the different work experiences of women had and women compared with men in developing their careers need to be acceptance of differences. Women's husbands that they tend to follow the career path, family and domestic responsibilities which they are exposed because of their preconceptions of male and female managers, women have traditionally had a more erratic career. Historically, the women, rather than career-oriented jobs due to being forced to adapt to limited opportunities and long-term benefits rather than the task they are focusing on the immediate rewards are discussed.[33]

Some people still have bias about women's dependence of their work. They say that men are more dependent to their work and more suitable to take a responsibility about a full time work conditions. This type of prejudice are still exists. Consequently, because of this kind of approaches, that when it comes to the career, in spite of employees having equal qualifications, employers often prefer men rather that women.

Not surprisingly, much of the theory guiding career development research is grounded in studies of men's careers in professional positions. In addition to largely ignoring the career experiences of women, the career literature pays little attention to overcoming

[32] S. Aytaç, "Çalışma Yaşamında Çift Kariyerli Eşler", http://www.isgüc.org/cift_kariyer.php
[33] S. Mavin., "Women's Career In Theory and Practice: Time For Change?", **Women In Management Review**, Vol. 16, Issue 4, 2001, pg. 183-192

barriers to career advancement in organizations a challenge many women and men both face over the course of their career development.[34]

In the past, women's development focused on the effects of menopause and the postpartental period of women at midlife. More contemporary research emphasizes the diversity of women's experiences, acknowledging the impact of culture, race and class within an historical context and recognizing differences in gender as worthy of separate study and examination. The differences in roles and values attached to gender to a large extent do determine how one comes to perceive oneself, one's level of confidence and knowledge and the process of development. However, some scholars believe that development is basically the same for women as it is for men – we must all pass through the same periods of life. [35]

Careers have traditionally been thought of as a meaningful progression through a series of related jobs. This was expected to occur in a relatively routine manner if only because of the hierarchical nature of the organization. Mobility in the hierarchy is rewarded with increased income and enhanced status.

The last decade may have brought significant changes to men's careers but, women have traditionally had less orderly careers because they have followed their husbands'career paths, they have had family and domestic responsibilities and they have been subject to male managers' prejudice. Women have been forced to adapt to limited opportunities by becoming job, rather than careeroriented, focusing on the immediate intrinsic rewards of the task rather than the long-term benefit.

[34] S. A. Hamel, : "Women's Responses to Career Advancement Barriers Exit, Voice, and Sensemaking Following Psychological Contract Violations", **Journal of Business Communication,** Vol. 46, Issue 4, 2009, pg. 234-261
[35] N. Campbell, Adult Developmental Theory at Midlife and the Implications for Women, **JOURNAL ??,** 2003

**Table 2: Stage Model of the Careers of Successful Women**

| **Early Adult Transition: 17-25 years (Exploration)** |
|---|
| • Early commitment to an occupation<br>• Testing of initial choices about preferences for living<br>• Identify diffusion caused by role conflict |
| **Entering the Adult World: Mid-20s (Crystallization and Implementation)** |
| • Development of sense of personal identity in relation to work and non-work<br>• Rejection of the housewife role/separation from partner, resulting in growth of career sub-identity among late starters<br>• High career centrality among early starters (go-getters)<br>• Seek opportunities to practise chosen occupation/profession |
| **Establishment: 25-33 years** |
| • Period of rapid learning and development<br>• Establishing a reputation as a high achiever |
| **Early-30s Transition: 33-35 years** |
| • Raised awareness of biological clock – decision whether to have children |
| **Settling Down: 35 years (Advancement)** |
| • Decision about motherhood resolved<br>• Minimum maternity leave<br>• Strive towards the achievement of personal goals |
| **Late-30s Transition: 38-40 years** |
| • Regret lack of children<br>• Family-career conflict<br>• Move in response to glass ceiling |
| **Achievement: 40-50 years (Rebalancing)** |
| • Resolution of career-family conflict<br>• Rationalize decision not to have children<br>• Realization of personal goals<br>• Develop greater stability and consolidate achievements to date |
| **Maintenance: 50s Onwards** |
| • Continued growth and success<br>• Cycle of expansion and consolidation |

Sourced by, B. White, "The Career Development of Succesful Women", **Women in Management Review,** Vol. 10, Issue. 3, 1995, pg. 4-15

A small number of women felt that the commencement of their careers had been delayed by family issues. The integration of multiple roles did not present a problem for some of the successful women in the early stages of their careers who had made an early commitment to their working lives. A very small number of women became

entrepreneurs at an early stage. A number of the women in the sample were going through this period of contemplation; the mean age of this group was 33 years. This transitional period was followed by a decision to have a child and to take minimum maternity leave or to remain childless.

The women who decided to have children in their early 30s began to feel the strain of career and family conflict. The conflict was often resolved by a change of organization or by becoming self-employed. The resolution of issues in the late-30s transition leads to a period of achievement and rebalancing. During this stage, childless women rationalize their decision not to have children, stating that they could not have achieved their current success if they had children. Having reached the achievement stage, the women enter a maintenance stage. Due to the small number of women in this age group, it was not possible to draw any conclusions on the dynamics of the decline stage.[36]

White argues that her model of successful women's life span development shows that the majority of successful women displayed high "career centrality". These women worked continuously and full-time, fitting their domestic responsibilities around work (hence facing the concept of becoming "superwoman" and the societal guilt associated with this role) or choosing to remain childless. Continuous full-time employment appears to be a prerequisite for career success and, if women are to achieve genuine equality in organisations, then change is required in the prevailing stereotype of a successful career. White suggests that careers should be accommodated around the reality of women's lives, allowing them to make a meaningful investment in both occupational and family roles.[37]

### 1.4.2 Women's Attitude Toward Career Development

In 1950 fewer than 35 percent of U.S. women worked outside the home. By 1960, the number had climbed slightly to almost 40 percent. In 1985, fot the first time in

[36] B. White, "The Career Development of Succesful Women", **Women in Management Review**, Vol. 10, Issue. 3, 1995, pg. 4-15
[37] S. Mavin, "Women's career in theory and practice: time for change?", **Women in Management Review**, Vol. 16, Issue. 4, 2001, pg. 183-192

history, more than 50 percent of U.S. women were in the workforce. Furthermore, this percentage has continued to increase each year. The trends indicate that, through the year 2000, the majority of the 25 million new entrants into the job market will be women.

As the numbers of women working have changed, so have their roles. Women were once thought of as transient employees who worked only to purchase luxuries, to supplement household income or to provide additional spending money. However, women's income is now relied upon bu most two-earner families. [38]

Gallos and Gilligan among others have argued that women's development is quite different from men's. Young males are encouraged to develop independence and autonomy through separation from the mother, whereas young females are encouraged to identify with a caring role through continuing attachment to the mother. This means that women tend to emphasize relationships and common interest more than men. Gilligan argued that female development proceeds through three stages; caring for the self, caring for others and recognition of one's own capacity for independent action and others' responsibilities for themselves. One obvious objection is that for women particularly the phases of development may be more tied to the family life cycle than to their age. [39]

Traditional bureaucratic careers were overwhelmingly male. Women who did have careers (in the sense of upwardly mobile, long-term employment with a single organisation) were rarely married (in any case a marriage bar operated in major bureaucratic organisations such as the civil service, financial institutions and many major employing organisations until after the Second World War) and most unlikely to have children.

In most Western employing organisations, explicitly 'gendered' barriers against women's progression have been largely removed (although in some male-dominated occupations, such as engineering, they are still very much an issue). More women have

[38] R. M. Wentling, "A Study of the Career Development and Aspirations of Women in Middle Management", **Human Resources Development Quarterly**, Vol. 7, Issue 3, 1996, pg. 253-268
[39] J. Arnold, **Managing Careers into the 21st Century**, Paul Chapman Publishing, 1997, pg. 136

moved into management and the professions but nevertheless, women are still underrepresented at the topmost levels. [40]

Women are 'cowded' into a narrow band of occupations, whereas men to be more equally present in different kinds of work. Nor are there signs that occupational segregation is declining. Female employment is concentrated in unskilled factory work and low-grade service work in the minor professions like nursing and teaching, in the careing and manual sevices like shop work, cleaning, canteen work, laundry work and in the clerical and secretarial sector.

In 2002 in Britain 90 per cent of women worked in the service industries compared with 67 per cent of men (though for both groups this figure has been increasing in line with the expanding service sector). Thus 35 per cent of employed women worked in public administration, health and education, 26 per cent in distribution, hotels and restaurants and 10 per cent in financal and business services. Conversely, women are poorly represented in occupational sectors such as skilled manual work and the senior professions. [41]

The more education a women has in terms of school, collage, post graduate work and special training, the greather are her chances for an interesting and worthwhile working career. There are several reasons for this situation. In the first palce, the woman with more education generally marries later and statistically there are more college graduates than noncollege who do not marry at all possibly because they become entrenched in their careers during the years when other women are having children.

There are sometimes situations in which the work for which you are trained brings you satisfactions other than purely financal ones. For instance, the teaching positions. The fact that more that 87 per cent of all teaching jobs on the elementary school level and 50 per cent of those on the high school level are held by women is proof that they provide a unique appeal. It can't be mony, teachers for all their special training requirements often draw salaries not on a par with those earned by their sisters

[40] R. Crompton, **Employment and the Family: The Reconfiguration of Work and Family Life in Contemporary Societies**, Cambridge University Press, 2006, pg. 64-65
[41] R. Fincham, P. Rhodes, **Principles of Organizational Behaviour**, Oxford University Press, 2005, pg. 140

of equal training in other fields, such as biochemistry or textile designing. One is the consciousness of participating in important work, the very foundation of our democratic society. Another is the long summer vacations and the shorter ones within the school term, giving teachers more time for their own interests, their friends, families, children, continuing their education and so forth, that those in more highly paid fields.[42]

Harlan (1978) found women's advancement in management to be significantly slower than that of men. Data collected on a sample of MBAs who had been working up to 15 years postdegree showed that relatively few women in the group held positions equal in responsibility to those held by male MBAs who graduated in the same years. Women started at somewhat lower salaries than men and got stuck at lower to middle level positions or more frequently in low power staff positions. [43]

McDonald and Hite's (2003) researchs show that women frequently make their career choices up to their family responsibilities. In fact, sometimes they sacrifice from their career progression to manintain family peace and expectations of the family members.[44]

Women now seem more committed to their careers than women of earlier generations. This view is supported by the following data: womenare working later into pregnancy, women are returning to work faster after childbirth, 78 per cent of new mothers have returned to the labor force by the time their children are two years old. The labor force participation of women with preschool children has more than quadrupled from 1950 to 1992 in the United States. The fact that women take their careers seriously comes through in other ways. For the first time, women now constitute over half of university students. The courses that they are enrolled in are increasingly career oriented.[45]

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[42] E. L. Winter, **Women at Work: Every Women's Guide to Successful Employment**, Simon and Schuster, 1999, pg. 36-37
[43] C. B. Derr, A. Harlan, C. L. Weiss, **Work, Family and the Career: New Frontiers in Theory and Research**, Praeger Scientific, 1983, pg. 188-189
[44] L. M. Hite, K. S. McDonald, "A New Era for Career Development and HRD", **Advances in Developing Human Resources**, Vol. 10, Issue 1, 2008, pg. 3-7
[45] R. M. Wentling, Human Resources Quarterly, pg. 254

Women who plan to interrupt their career after marriage or the birth of children often select careers in health-care occupations, education or clerical jobs because they require skills that can rather easily be updated. Unfortunately, these are not among the higher-paying occupations. [46]

## 1.5 BARRIERS TO WOMEN'S CAREER

There have been many studies conducted to examine the difficulties women face in their organizational careers. Most studies have focused especially on the problems of sex-role stereotypes and bias, differences in men's and women's psychological makeup and motivation and organizational structure as barriers that women's face. Originally it was assumed that these problems were the critical elements underlying the slower rate of women's advancement in management.[47]

Still, there is no doubt that most women still earn considerably less than their male counterparts. Other than over sex discrimination which is illegal, several factors may account fot the earnings differential between women and men and women's lack of upward mobility. These include biological constraints and social roles, a male-dominated corporate culture, exclusionary networks, sexual harassment and so on.[48]

### 1.5.1 Obstacles Arising from Individual Factors

#### 1.5.1.1 Multi-Role Taking

Maintain the well-being of families and household duties and can define as a domestic labor. Despite the substantial rise in women's employment during the past

[46] D. Brown, **Career Information, Career Counseling and Career Development**, Ally and Bacon, 2003, pg. 175
[47] C. B. Derr, A. Harlan, C. L. Weiss, pg. 196
[48] L. R. Gomez-Mejia, D. B. Balkin, R. L. Cardy, **Managing Human Resources**, Prentice Hall, 2006, pg. 134

three decades, domestic labor has remained primarily women's work. This large and growing body of research has consistently arrived at three major findings.

First, women do substantially more housework than men and this is especially true for married men and women. National Survey of Families and Households reported that married men do about 18 hours of housework per week and women do about 37 hours. Although the gender gap is smaller for unmarried men and women, unmarried women still perform more domestic labor than their male counterparts.

Second, married women's movement into paid employment has not been accompanied by an equally dramatic increase in the amount of housework done by husbands. Thus, scholars suggest that responsibility for the second shift of housework has fallen primarily on women.

A third important research finding is that not only do women perform significantly more housework than do men but hey also perform different types of household tasks. Women tend to perform chores that take place inside the home and routine, daily and closely associated with child care. These tasks are often termed female and feminine because women more often perform them. In contrast, traditional male tasks like household repairs, automobile maintenance, tned to have a well-defined beginning and end. Neutral tasks, including driving, paying bills and shopping tend to be shared more equally between men and women.[49]

Women continue to encounter a fairly rigid set of expectations regarding their roles and behavior that extend far beyond biological constraints. Women are still primarily responsible for taking care of the children and performing most household duties. A study conducted in the late 1990s estimates that full-time working women still spend three times the amnount of the time spent by men on holusehold duties. Reflecting these social norms, only a tiny proportion of companies provide day care and other support options such as job sharing and reduced work hours for employees with young children, for this reason, many talented and highly educated women are forced to curtail their career aspirations or quit the organization in their late 20s or early to mid

[49] R. B. King, L. M. Casper, **Work, Family, Health and Well-Being**, Lawrence Erlbaum Associates, 2003, pg. 344-345

30s crucial years in one's careeri if they wish to have a family. Pratically all male top managers are married and have children, whereas the majority of women who make it to the top are single and childless.[50]

#### 1.5.1.2 Individual Preferences and Perceptions of Women

It has increasingly become the norm in most societies for women to be employed outside the home and to have more freedom to choose their own career interests. They are more likely to remain in the labor force after marriage and childbirth and their roles are less likely to be defined just as mother or wife. Women's role increasingly include manager, subordinate and coworker. Increased control over reproduction has given couples more choice in when to start a family and women more freedom to plan their careers. Also, an increase in single-parent households headed by women, fueled in part by high divorce rates, has meant thay many women provide the economic support for their families.[51]

The college women who marries tends to put off strating a family for the first few years of marriage, so as to keep on working and when they do being having children they have fewer of them. This means that they can get back to work sooner and at a young age than the women who have a large family. It is to the advantage of the college graduate to get back as soon as possible to a professional or specialized job for if they wait too long they will find it hard to reestablish theirself at the level they had reached when they left to have children.

Statistics prove that college women are more apt to work at the beginning of marriage and after they are thirty-five years old than noncollege women, adding many productive years to their working lives.[52]

Traditionally, many women have elected to assume the role of housewives after completing their education. Although fewer women elect this route today, some women

[50] L. R. Gomez-Mejia, D. B. Balkin, R. L. Cardy, **Managing Human Resources**, Prentice Hall, 2006, pg. 134
[51] G. N. Powell, **Handbook of Gender and Work**, SAGE Publications, 1999, pg. 331
[52] E. L.Winter, pg. 36

and men still elect to stay home and provide child care as well as caring for the household. A group of women includes those who have acquired significant work experience before interrupting that work to devote their time to homemaking and mothering and who after a period of time deliberately return to work. One group, often referred to as displaced homemakers, includes those women who consider themselves primarily homemakers but find, perhaps even unexpectly that circumstances necessitate their working for pay. Their reasons are vary like widowhood, divorce, illness or unemployment of spouse, abondonment, unexpected economic circumstances and so on. The crucial aspect is the relatively sudden and enexpected or at least unplanned necessi ty of entering the labor market. The second group includes women who deliberately plan to enter employment at a later time after their children are all in school or all in college or all on their own or when their parents no longer require full-time attention.[53]

Women's another tendency is quiting the organization and having their own business. Reports show that women have been starting businesses at a faster rate than men in recent years in many countries. There are five reasons female entrepreneurs tend to give for leaving their organizations to go in to business for themselfs: challenge like opportunity to be in charge, self-determinations as to try to make it on one's own, freedom from bureaucracy, family concerns like balancing work and family and gaining control of time, blocks to advancement like discrimination and career barriers, and organizational dynamics like demotivating organizational culture. [54]

### 1.5.2 Obstacles Arising from Organizational Factors

#### 1.5.2.1 Organizational Culture

Women face certain career issues and problems that other members of today's work force do not. Historically, these individualshave been excluded from certain

[53] D. Brown, pg. 175
[54] G. N. Powell, pg. 335

educational and training opportunities, promotions and even some types of employment. While todaylegislation specifically forbids this type of exclusion, norms still exist in organizations and industrial sectors that severely limit the career options of these members of the labor force. Not only this form of discrimination inequitable and unfair but it additionally may be shortchanging employers with regard to an important human labor resource.[55]

The mechanisms that shape men's and women's progress are deeply ingrained in the practices and cultures of work organizations the rigid views that many employers hold about the unsuitability of women as long-term employees the lack of practical support with childcare and flexible hours and the macho culture and office politics are exclusive to men. Generally career paths in large organizations are invariably acutely competitive. Career hierarchies rapidly limited and with women competing for promotion alongside men the chances for men would become significantly reduced.[56]

A change in societal norms to afford women more opportunities in the workplace does not necessarily imply that they have more opportunities to hold high-level positions with the greatest authority.

Organizational programs that influence the status of women in management may be initiated for reasons other than compliance with laws and executive orders. Organizations may seek to do a better job of anticipating and serving the needs of an increasingly diverse base of customers and coordinating the efforts of diverse employees. Many companies enlarged because of their clear and consistent commitment to valuing employee diversity in all jobs and at all levels. Organizations may also seek to gain a competitive advantage by providing a work environment that attracts, retains and takes advantage of the most talented women available in the labor market. To obtain such an advantage, and increasing number of successful companies have implemented work-family programs that help lower-level managers and other

[55] A. F. Sikula, J. F. McKenna, **Personnel and Human Resource Management**, Robert E. Krieger Publishing Company, 1990, pg. 81
[56] R. Fincham, P. Rhodes, pg. 152

employees to meet their family-related needs while maintaining high levels of performance.[57]

#### 1.5.2.2 Lack of Mentors

In most organizations there are not enough women in middle and top management position to be available as helpers to those who are in the entry level positions, so the necessity of establishing male helping relationships is important. Another aspect of this as reported by some women in middle and upper management is the dilemma and frustration they experience knowing that women at the entry level expect some mentoring from women up in the organization. Some of the women report they are so busy maintaining themselves in their position that they are so busy maintaining themselves in their position that they do not have the time or energy to meet this expectation. Perhaps giving up the idea of having one mentor will allow both senior and junior women in management to build and be part of broader helping networks.[58]

Some scholars found that an organization's proportion of women in top management was positively related to its proportion of women in managerial jobs at all levels. Furthermore, in a study of law firms, researchers found that when the proportion of women partnersis higher, women associates like women at junior levels are identify more with senior-level women, regard them as better role models, view their authority as more legitimate, percieve fewer psychological and behavioral differences between women and men at work and evaluate women's attributes more favorably in relation to the firm's requirements for success. The proportion of women in top management influences the proportion of women at lower managerial levels indirectly as well as directly.

Mentors significantly contribute low-level position employees's career sucess and satisfaction. In addition, mentors buffer women from both visible and hidden

[57] G. N. Powell, pg. 332
[58] C. B. Derr, A. Harlan, C. L. Weiss, pg. 195

discrimination and help them to overcome obstacles to their attaining top management position. Male mentors may be unwilling to select female employees because of concerns about possible sexual innuendoes and rumors in the workplace. If lower-level female managers have difficulty in obtaining mentors or have problematic mentoring relationships, they experience less career-enhancing benefits of being mentored and success in evetually attaining top management positions.[59]

### 1.5.2.3 Getting Out of Informal Network

Women managers in token positions are also subjected to the isolation imposed by males at work, which in itself can restrict business and social life to some degree. As a women in management, the task of breaking into this male-dominated 'club' can prove difficult and one can be denied social support, contacts, opportunities and policy information. Indeed, it has been estimated that over %50 of all jobs in management came through personal contacts.

Many women report feeling uncomfortable themselves when they are mixing socially with an all-male group socially with an all-male group from work, knowing that they would prefer her not to be there. None the less, many female managers seem to force themselves to infiltrate such situations, knowing that these are where many business decisions and contacts are made. [60]

An informal social and business network of high-level male executives that typically excludes women and minorities. Access to the 'old boys' network is often an important factor in career advancement. Women are hindered by lack of access to the "old boys network", the informal relationships formed between male managers and executives. Because most high-level positions are filled by men, women are often left out of the conversations that help men get ahead. [61]

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[59] G. N. Powell, pg. 337
[60] M J.Davidson, C.L.Cooper, **Shattering The Glass Ceiling, The Women Manager**, Paul Chapman Publishing, 1992, pg. 88
[61] L. R. Gomez-Mejia, D. B. Balkin, R. L. Cardy, 2006, pg. 135

Employers are often reluctant to promote or train female employees because they fear that women will quit when they marry or when they have children. Women are generally excluded from meetings to which all male peers have been invited or are not invited to play golf with the boss. For these reason, women are most of the time unable to participate in valuable informal business discussions.

Women in management often find it difficult to break into the male-dominated 'old boy network' and therefore are denied the contacts, opportunities and policy information it provides. In fact, there is now a policy movement originating from the USA which advocates networking from women in the professions. [62]

### 1.5.2.4 Glass Ceiling

Glass ceiling can define as a invisible barrier than seems to keep women from rising to the top. The proportion of women in the labor force and in management overall has increased in almost all countries, the proportion of women in top managemnet positions remains small. Around the world, female managers are concentrated in the lower management levels and hold positions with less authority overall than men. [63]

The concept of glass ceiling for the first time, used an interview in 1986 of Wall Street by Hymowitz and Schellhardt. In this interview glass ceiling concept has define as a barriers faced by women when passing through a top position in the company. This barriers also include unfair behaviours to the women. [64] In chapter two the concept of glass ceiling glass will be given in details.

[62] M J.Davidson, C.L.Cooper, pg.129
[63] G.N.Powell, L.M.Graves, **Women and Men in Management**, Sage Publications, 2003, pg. 193
[64] Lockwood, R , "Domestic and International Perpectives", **Research Quarterly**, Issue 1 ,2004, pg. 1-10

### 1.5.3 Barriers of Social Factors

#### 1.5.3.1 Stereotypes

Both men and women share myths and stereotypes about a woman's place in society. Assumptions about women are in some cases so firmly implanted that even personal reality and experience are denied consideration in judging individuals. That is, myths and wishful thinking are strong influences which often distort the way reality is interpreted.

Actual experience seems to be less self-serving than the myths so they endure. For example, many children are reared by working mothers who not only provide a strong nurturing family system but also work full-time outside the home. This reality is denied in the schoolbooks children read. Romanticized myths persist about feminine roles in society and when women fail to match the stereotypes created by these myths, they are often declared unstable, emotional, inept or unpredictable. [65]

Sex bias and sex stereotyping were found to be barriers facing women. However, they appeared in different, less overt forms than ehat had been expected. Sex bias was discovered occurring in formal and informal training and performance appraisal feedback on job performance. The immediate effects of this more subtle sex bias may not be apparent. The long-term effects, however are likely to be as debilitating as the effects of more overt, blatant sex bias. [66]

Pollert's (1981) study of women's manual work in a cigarette factory -the experience of working-class women selling 'generalised unskilled labour power'- discovered powerful stereotyped attitudes held by managers and supervisors. She defined this male-generated images of female experience, yet they were real for the women workers who had to 'live out' these stereotypes on a daily basis. Thus the supervisors firmly believed that women had an 'aptitude' for the repetitive, monotonous jobs that were typical in the factory. The women themselves rejected the crudest version of this stereotype, but they did accept their work as 'women's work' in the sense of

[65] I. Place, A. Armstrong, **Manegement Careers for Women**, Vocational Guidance Manuals, 1975, pg. 139
[66] C. B. Derr, A. Harlan, C. L. Weiss, pg. 196

knowing that no man could be persuaded to do it. Although the women refused to believe in the fairness of low-grade jobs, they did accept the reality of themselves as cheap flexible labour and of the necessity of this as probably the only way they could compete with men's labour. [67]

### 1.5.3.2. Occupational Sex Segregation

The structure of workplace discrimination is sustained in important ways by the sex typing of work. Stereotyped attitudes towards women's abilities are mirrored in the demarcation between male and female jobs to an often remarkable extent. Much of the work performed by women involves the servicing of needs, such as cleaning, the care of children or the sick and the preparation of food – tasks which directly reflect the nature of women's unpaid domestic labour. Other feminized occupations exploit sexuality and glamour (the model, the air stewardess), while semi-skilled manufacturing jobs rely on women's manual dexterity and supposed ability to cope with monotony. Thus very clear ideas exist about what constitutes men's work and women's work an in all occupational structures men's work is defined in terms of access to skills, authority and technology while women's work is low-skilled and service oriented.

The researchers studied women's employment in the new 'interactive service occupations' in call centers. They studied thirteen call centers in the UK, Ireland and the Netherlands and asked the question, was this kind of work giving women privileged access to new skill areas or were they being recruited to routine jobs in which their skills were unrecognized? The researchers found that women were selectively recruited because of special 'female' skills of apparently dealing with customers more effectively – while the old prejudices of being able to cope with a regimented work environment and monotony were still evident. There was also the paradox that women were recruited mainly into the less rewarding work (routine, non-technical), hence were only able to use their supposedly special skills to a limited extent. Yet, amongst the workforce both men and women had a clear perception that handling customer exchanges was indeed

[67] R. Fincham, P. Rhodes, pg. 149

'skilled' and there was considerable pride in dealing with difficult customers and remaining in control of the situation whilst creating client satisfaction.[68]

In the early 1970s, women received less than 10 percent of all graduate degrees in law, medicine, dentistry and veterinary medicine and less than 20 percent in pharmacy. However, today women earn about two-thirds of the degrees in veterinary medicine and pharmacy. They are approaching 50 percent in law and they have topped 40 percent in medicine. More than one-third of new dentist are women. [69]

Type-casting women into traditionally female jobs such as clerk, teller, flight attendant, nurse and similar occupations where the nature of the job is one of subordinancy and requires maternal diplomacy.[70]

[68] R. Fincham, P. Rhodes, pg. 145
[69] L.R. Gomez-Mejia, D.B. Balkin, R.L. Cardy, pg. 133
[70] J.D. Levesque, **The Human Resource Problem-Solver's Handbook**, McGraw-Hill Inc., 1992, pg. 80

# CHAPTER 2: CAREER STRATEGIES TO OVERCOME THE GLASS CEILING

Although half of the world's population consists of women, women in business shareholders have not been the same rate. They are fall behind the men in the bussiness life. This chapter's mean topic is the concept of glass ceiling. It is important to know how the glass ceiling concept was occur and how to break this barriers which women face in their work lifes.

## 2.1 THE CONCEPT OF GLASS CEILING

The term of glass ceiling was first appeared in an article from the Wall Street Journal in 1986 by Hymowitz and Schellhardt. Firstly the term of glass ceiling was created to describe the experiences of women in America, since the 1980s the Federal Government has recognized the existence of a glass ceiling which prohibited the advancement of women and people of color, among other disenfranchised groups, in the workplace.[71]

The glass-ceiling effect in organizations became the most popular issue and scholarly high point in recent years. Recent studies shown that the lack of women in top management positions and the gender pay gap indicate, women are underrepresented in senior management and are paid less than men are when they become the top positions.[72]

Glass ceiling is the organizational and perceptive barriers which prevent the progression of women in higher-level management positions.[73]

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[71] J.F.L. Jackson, E.M. O'Callaghan, What Do We Know About Glass Ceiling Effects?, **Research in Higher Education**, Vol. 50, No 3, 2009, pg. 460-482

[72] S. Pichler, P.A. Simpson, L.K. Stroh, The Glass Ceılıng In Human Resources: Explorıng The Lınk Between Women's Representatıon In Management And The Practıces Of Strategıc Human Resource Management And Employee Involvement, **Human Resource Management**, Vol. 47, No. 3, 2008, pg. 463–479

[73] B. Weyer, "Do Multi-Source Feedback Instruments Support The Existence Of A Glass Ceiling For Women Leaders?", **Women In Management Review**, vol.21, no. 6, 2006, pg. 442

Some personal inadequacies may be causing some problems in work life but this disabilities are not the definations of the glass ceiling concept. In contrast, women faced with this barriers just "because they are women."[74]

There are no wide-open reason prevent from women to the most strenght, prestigious, and high salary jobs. Because of that, the term of "ceiling" used to express the barriers, is composed of "glass". In workplace, women generally faced with the organizational culture in favor of men.[75]

The glass ceiling for women can be defined as artificial barriers on attitudinal or organizational bias that affect the recruitment, hiring and promotion of women and which prevent qualified female individuals from advancing upward into high management positions. This defination can be given to those organisational practices which have negative effect on the human academical and social progress in the hierarchical system nowadays.[76]

There are key points in the glass ceiling approach. There has been discrimination against women, proved by the statistics of unequal access to the top, this reflects traditional stereotypes and prejudices against women in authority. This discrimination is irrational, it leads to an underuse of women's talent and conflicts with rational administration.[77]

The existance of artificial barriers to women's advancement in organizations has been termed the glass ceiling. In the Civil Rights Act of 1991, a Federal Glass Ceiling Commission was created, within the U.S. Department of Labor to do systematic research on the extent of the glass ciling problem, its apparent causes and potential remedial policies that might help eliminate it. [78]

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[74] L. Lan, R.W. Leung, "Female Managers In Asian Hotels: Profile And Career Challeges" **Profile And Career Challeges, International Journal Of Contemporary Hospitality Management**, vol. 13, no. 4, 2001, pg. 189

[75] P. Longo, c. J. Straehley, "Whack! I've Hit The Glass Ceiling! Women's Efforts To Gain Status In Surgery", **Gender Medicine**, Vol. 5, No.1 ,2008, pg.88

[76] Emre Ulusoy, " Glass ceiling for women in big holding companies and organizations. Why they are not promoted?", Istanbul Bilgi University, 1999

[77] R. Connell, Glass Ceilings or Gendered Institutions?, **Public Administration Review**, Vol 11, Issue 1, 2006, pg. 837-849

[78] J. DeLaat, "Gender in the Workplace", SAGE Publications, 2000, pg. 9

To meet the career development needs of today's diverse workforce, companies need to break down the barriers some employees face in achieving advancement. In 1991 the first major government study of the glass ceiling revealed that women and minorities are held back not only from top executive positions but also from lower-level management positions and directorships. The study revealed that women and miniorities are frequently excluded from informal career development activities such as networking, mentoring and participation in policy-making committees.[79]

Many earnest executives sincerely believe that there is no glass ceiling but only a pipline problem: when women have been in the pipeline long enough to work their way up, some will reach positions at the top. The temptation is to see the cause of the glass ceiling as "sexism" and surely there is truth in this characterization. The pipeline theory, previously mentioned, assumed that as women were present in careers for the requisite number of years they would naturally progress at rates similar to those of men in the same positions and holding the same general credentials.[80]

Overall, women have made their greatest gains in attaining lower-level managerial positions. Women face greater difficulty in attaining middle to upper-level management positions, holding only %3 of senior management jobs by 1991 (US Department of Labour,1991). In the 1970s, when there were few women in the managerial pipeline, a ready explanation for their absence at top managerial levels was that women with the appropriate skills could not be found. In view of the fact that organizations have had more than 20 years to groom women for management, this same excuse persuades fewer people today. Instead, many assert that a 'glass ceiling' has been built on a foundation of groupism still practised among the power elite of most organizations.

Organizational leaders have discovered that promoting women above the glass ceiling takes more than talk and several have made such progress by following the management adage of 'what gets done is what gets rewarded'. Morrison (1992) asserts that her interviews with top managers indicate there are six major organizational

[79] L.R. Gomez-Mejia, D.B. Balkin, R.L. Cardy, pg. 297
[80] D. Tannen, "**Talking from 9 to 5: Women and Men in the Workplace: Language, Sex and Power**", Avon Books, 1995, pg. 133

barriers that constitute the glass ceiling. These include a lonely and non-supportive working environment, treating differences as weaknesses, excluding people from group activities because of their differences and failure to help individuals prepare for management, to balance work/personal life issues and to develop organizational awareness or understanding.[81]

## 2.2 CHARACTERISTICS OF GLASS CEILIBNG APPLICATIONS

The glass ceiling which women faced in their work life is emphasize three demensions. Barriers that prevent women's rising, are not clearly seen but can seperate three different factor to identify. [82]

### 2.2.1 Barriers Created by Male Managers

The most important ones of this obstacles are prejudices against women. This ideas generally consist of negative biases and beliefs in women's disability of the senior management positions. Women, considered to be inadequate in terms of personality, determination and perseverance. The other barriers that compose of the male managers are "the difficulty of communicating with women" and "men's desire to keep hold of the power".[83]

Overall, the results from the majority of the research suggest that, in general, there are basically no significant differences in the way in which men and women manage. Indeed, there are quite a number of studies which show ways women can be effective in organizations. Despite the evidence, women are still not attaining a comparable proportion of managerial jobs to their male counterparts, especially at the senior level. The main barrier to women in management is that of male attitudes.

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[81] M.J. Davidson, R.J. Burke**, Women In Management**, Paul Chapman Publishing Ltd., 1997, pg.14

[82] Z. Aycan, Factors Affecting The Work Life Success Of Women, **Human Resources**, Vol. 7, No. 2, 1998, pg.82-90

[83] E. Örücü, R. Kılıç, T. Kılıç, Cam Tavan Sendromu Ve Kadınların Üst Düzey Yönetici Pozisyonuna Yükselmelerindeki Engeller: Balıkesir İli Örneği, **Yönetim Ve Ekonomi Celal Bayar Üniversitesi İ.İ.B.F Yayınları**, Vol.14, No.2, 2007, pg. 118-135

Negative attitudes toward women as managers are pervasive in the management literature. In Japan, a hostile corporate climate is seen as the major barrier to the relatively few Japanese women able to secure managerial positions. Attitudes towards managerial posts for women also vary sharply by industry with support for women's advancement being more common from the service and retail businesses than manufacturing. An Indian study also found male managers rated women negatively as managers, yet female managers perceived themselves as being as capable as men in management positions.[84]

The most damaging belief about women workers are being unreliable and unstable. As a result, employers often prefer male managers to the women because they fear that women may be quit from job when they marry or have children. In addition, women exclude from meeting to which all male colleagues are intived or they are not invited to play golf with the boss. Hence, women are often unable to participate in valuable informal business discussions.[85]

Many important positions and status are hold by men, where they decide whom to be promoted, the chances of women is low when men holds the key of corporate mobility. The perspective of the men is from inherited patriarchal gender ideology.[86]

In the work life generally the male-dominated organizastional culture is predominant. In this type of work environment, when male managers assess male employees with their potantial abilities about the position, female employees are generally just assess with their performance. On this point, this attitudes stop women employees from the things that they can do and have a potential.[87]

The other item of the barriers that male employees create is unwillingness to be a mentor to female employees. The reason is really tragic. Male employees do not want

[84] M.J. Davidson, R.J. Burke**,** pg. 119-120
[85] R. M. Wentling, pg. 264
[86] Emre Ulusoy, " Glass ceiling for women in big holding companies and organizations. Why they are not promoted?", Istanbul Bilgi University, 1999, pg.7
[87] D. M. McCracken, "Winning the Talent War for Women: Sometimes It Takes a Revolution", **Harvard Business Review**, No.11, 2000, pg. 134

to be a mentor because of afraid of gossips in the work place. By this way, it becomes harder for female employees to benefit from organization's mentor programs.[88]

### 2.1.2.2 Barriers Created by Female Managers

According to the researches, women want to work with male managers more than females. In 2005, Human Resources Management Journal researchers have been asked the preferences of the participants about their manager's gender. The survey has applied on internet. 40% of answers show that gender factor does not make any difference and 40% of them are preferred male managers. The interesting result is that, %46.67 female participants have preferred male managers. The study shown that women, who do not prefer women managers are also female employees. The reason is that female employees see women leaders as a rival and do not support her success.[89]

To often the blocks or resistance to women managers or professional advancement come from other women. There is a clear unspoken division between women who are career oriented and those more home oriented. The wives of senior managers are often as vitriolic about women managers or younger career women as are their husbands. Several women academics have commented that they think the block to women into senior academic posts is because the wives of board members are against it. The prevailing culture dominates and determines women's behavior as well as men's. Women may collude or fail to resist stereotypes and prejudices which undermine their own sex. Their self-esteem and survival may be so closely connected to traditional norms that they see no advantage in changing common practice. In many country councils in the UK, for instance, women still form the backbone of the support services and administrative structures and yet very few have reached senior middle management.

[88] S. D. Blake-Beard, Taking A Hard Look At Formal Mentoring Programs A Consideration Of Potential Challenges Facing Women, **Journal Of Management Development**, Vol.20, No.4, 2001, pg. 331-345
[89] E. Baydar, "İş Hayatında Kadın Yöneticiler Nasıl Görülüyor?", **Human Resources İnsan Kaynakları ve Yönetimi Dergisi**, No.3, 2005

The lack of opportunities for women results not just from male managers' resistance to women but also from women's own sense of place.[90]

The other important concept of this issue is "queen bee syndrome". Frequently women in the senior managerial positions are experience it. They regard other women as competition and see them as threats to their ability to enjoy exclusive attention and respect. The "queen bee syndrome" is unhelpful to other women, partly because of her desire to remain unique in the organization and also because she was fearful of the competition. This managers have particular resentment and disdain for women who work in traditional stereotypical female roles, such as secretaries, models, and housewives.[91]

The women who began early to unshackle themselves from their 'fear of power' and other inhibiting female traits and attitudes felt they had to adopt male behaviour patterns. However, underneath the fecade of the dominant and superordinate style was still a very insecure and less than self-confident and assertive women. This combination of surface behaviour and hidden feelings must have produced in the first generation of senior women managers a rather more frightening figure – a women whose outward behaviour was determined, aggressive and terrifying to her junior managers. Even today, in the minds of some female and male subordinates, the senior female manager who has made it to the top reaches of the organizations is frightening figure, endowed with superhuman characteristics that intimidate those below her. And for those top female managers who have not developed the self-confidence and inward peace of self-acceptance, this type of behaviour may still prevail and be major source of stress for their female subordinates.[92]

### 2.1.2.3 Barriers Caused by Themselves

The glass ceiling effects against women in the work place can be argued by some as being created by women themselves, especially caused by their lack of self

[90] M.J. Davidson, R.J. Burke**,** pg. 38-39
[91] S. Mavin, "Sisterhood, Queen Bees And Female Misogyny In Management", **Women In Management Review**, Vol. 21, No. 5, 2006, pg. 349-364
[92] M.J. Davidson, R.J. Burke**,** pg. 110

confidence of not being qualified enough to perform equal work as their male partners. Women are less committed to their careers than men, less willing to make sacrifices in their personal lives for their careers and less comfortable than men in wielding power and making difficult decisions under pressure. [93]

Organizations are responsible for the employees's career development but every individual also should interested in their carrer. Women managers in particular should aggressively seek information on their job performance and how it can be improved. They also should initiate dialogue with supervisors and other relevant organizational members about their own professional development. Women should make a conscious effort to be included in the informal company network.[94]

Women have some stable questions on their mind which has unanswered yet. For instance, the positions of the women in work life. Especially female employees should aware of their personal skills and things can get from the organization. This takes it in material and moral items. In the light of this awareness about personal abilities, women should create her own career goals and ideals. Before organization's career development programs like getting professional help from mentors, women start to discover herself and skills. This automaticly helps gaining self-confidence. Barriers that women create on their own can listed as, work and family role conflict and can not getting over the guilt feelings, not having strong belief about changing the irritant conditions, feeling obliged to support the system and the belief about can not be changed. At the same time some women prefer not to advance in her career. This is another barrier that has been created on their own.[95]

It is difficult for women to make some of the sacrifices which are necessary to fill senior management roles. Some of the reasons for this difficulty included women's assigned social role as the primary caregivers in their families, women's lack of physical and emotional support at home, the modelling of executive roles on male

[93] E. Ulusoy, " Glass Ceiling for Women in Big Holding Companies and Organizations. Why They Are Not Promoted?", Istanbul Bilgi University, Yayınlanmamış yüksek lisans tezi, 1999, pg.2
[94] C. B. Derr, A. Harlan, C. L. Weiss, pg. 197
[95] E. Örücü, R. Kılıç, T. Kılıç,**Yönetim Ve Ekonomi Celal Bayar Üniversitesi İ.İ.B.F Yayınları**, Vol.14, No.2, 2007, pg. 120

personality types, the disparage of the female leadership style, the stereotyping of women who adopt male leadership styles.[96]

Interestingly, the glass ceiling phenomenon may account, in part, for the explosive growth in small businesses in the United States. Approximateşy one-third of U.S businesses are female-owned. However, that number is likely to change: Female-owned businesses are being created at twice the rate of all businesses. A study of female business owners found that a significant number were motivated to start their own companies because of frustration with the corporate world and barriers to advancement. In spite of women's own preferences, this can interpret as they give up being a part of hierarchical structure.[97]

Women's another problem can be define as not having any career strategy. In the long-run, lacking specific career strategies causes of loss. Even if women are in the first stage of their careers, they should analyze that they want a career or not and have any possibility to make it real.[98]

## 2.3 STRATEGIES TO OVERCOME GLASS CEILING

To overcome the glass ceiling effects, women use some kind of career development strategies for their individual advancement. This personal struggle can define as a first step in this process.

### 2.1.3.1 Strategy of Advanced Education and Training

Some of the study shown that female employees were not sufficiently trained to reach top-level positions. An alternative to help improve gender bias in the work place is to train women so qualified for higher paying work. To have a high-paid positions women should got better knowledge and experience. It means that education and

[96] J. DeLaat, pg.14
[97] L.R. Gomez-Mejia, D.B. Balkin, R.L. Cardy, pg. 300
[98] R. M. Wentling, **Human Resources Development Quarterly**, pg. 253-268

experiences become necessary for the improvement of women. Women can raise their potential job credibility and capabilities in classrooms or from mentors. To overcome some type of barriers and potential deficiencies, women should take care about their before and after job trainings.

### 2.1.3.2 Strategy of Formal Help From A Mentor

Many women throughout her professional careers, get help from a mentor. Most often, it was a boss or a top manager who served as a mentor and majority were man. Mentors provide women employees various job opportunities and challenges to improve their skills and abilities. It is precious issue to work with a mentor which is a expert in his or her field.[99]

The very first issues that women want to work on with their mentor are determining the long term goals and thinking about to how to make them happen. Mentors give inspired to the employees which they are study with. Some features of the relationship between mentor and employee are in an active relationship, aim at the help, including teaching and learning activities, the guidance of behavior, personal and career development of processes and determination of both sides are expected behaviors. In this process, women generally discover their potential abilities about work and their positions. Some researches show that working with mentor provides higher job satisfaction. [100]

### 2.1.3.3 Strategy of Social Networking

A company that identify as a male dominated culture, is hard to move women up to the top managerial positions. Informal internal networking within a male-dominated business environment organization often requires women to modify their speech and

[99] R. M. Wentling, **Human Resources Development Quarterly**, pg. 260
[100] C. B. Derr, A. Harlan, C. L. Weiss, pg. 190

behaviors to ones with which male managers feel comfortable. Women's involvement in organization's informal networks are critical for their gaining invaluable information and vidibility as well as contacts with powerful leaders and support for their obtaining higher-level jobs. Company leaders can consciously encourage and invite women to be part of such networks for their personal and profesional lives and incorporate such programs into their human resource policies and practices. [101]

Have a good dialogue with your boss is a very important issue. For breaking the glass ceiling, this type of struggles are really crucial and efficient. It is important to In addition to doing excellent work, when lunchtime comes, the one who eats lunch with the boss may be doing more to get ahead than the one who stays in the office, eating sandwich and working. Doing brilliantly at a project that no one knows about will do little good in terms of personal advancement. Doing well at a high-profile project or one that puts you into contact with someone in power who will thereby gain firsthand knowledge of your skill, may make the big difference when that person speaks up at a meeting at which promotions are decided.[102]

Networking with female contemporaries is a useful support system and many network organizations are organized by and for senior female executives, until more women gain senior positions in management (especially in the UK), researchers propose that they will still have to learn how to successfully break into the male-domiated networking system, particularly at senior levels.[103]

#### 2.1.3.4 Strategy of Participation to Career Development Programs

Employees that showing or promising potential are offered career development and monitoring programs. The company invests in the high-performing employees with these programs. Carried out in different ways such programs are called career

[101] M.J.Davidson, C.L.Cooper, pg.125
[102] D.Tannen, pg. 135
[103] M.J.Davidson, C.L.Cooper, pg.130

development programs. Such programs make easier women's progression to higher managerial positions and harmony in the work place. [104]

Female administrator candidates can earn quickly the specific information and skills with career development programs. A survey of women among the causes of the current job change are to have new knowledge and skills. Some companies attach importance to the employee's career advancement and progression and in this direction develop some training and development programs for them. This kind of programs seen as a criteria to the personal development in the work place. Generally there is a worng impression about the women's participation to the career development and training programs. Because of the women's family responsibilities, people think that it is too hard to attend any of the career advancement programs and they are often non-preferred applicants.[105]

### 2.1.3.5 Strategy of High Performance

Women feel force about coming into prominence in the organization. For this reason they study more, show high performance and try to prove theirself and capabilities to their managers. In the United States in 1997, the study about the strategies used by women to reach the top management positions shown that women first struggle to exceed the current performance expectation. Female employees always try to overcome the biases about them in the work environment and because of this work hard to be regarded as a successful employees.[106]

Even if women employees reach the top management position, does not get out of high performance expectations. Manager women's performance, first compares with the performance of male colleagues. Female managers are also seen as mirror to the upgradable employees to the senior management positions in the future.[107]

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[104] A.E.Y.ERÇEN, "Kadınların **Cam Tavanı Aşma Stratejileri: Büyük Ölçekli Türk İşletmelerinde Bir İnceleme**", Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, 2008, Adana, pg.40

[105] T.C. Blum, D.L. Fields, J.S. Goodman, "Organizational-Level Determinants Of Women In Management", **The Academy of Management Journal**, Vol.37, No.2, 1994, 241-268

[106] M.J. Davidson, R.J. Burke**,** pg. 155

[107] B. Akdöl, **Cam Tavan ve Kurumsal Bir Styrateji Pozitif Ayrımcılık; İlaç Sektöründe Bir Sınıflandırma**, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı Yüksek Lisans Tezi, 2009, pg.74

# CHAPTER 3 : LINKAGE BETWEEN GLASS CEILING STRATEGIES AND WOMEN'S CAREER DEVELOPMENT

## 3.1 Perception of Glass Ceiling

In recent years, there has been increasing concern that gender bias has prevented women from advancing as rapidly and as frequently as men into management positions. Although the number of women managers has increased, they may experience some difficulties moving into high management positions.

Perception is a key in determining the context of equity theory. It is with regard to these perceptions that women often "experience discrimination". Women may believe that they have to work harder than their male counterparts and may be required to do more than men, even while working to maintain family obligations. [108]

The literature about glass ceiling shows that the formation of "glass ceiling perception" is not caused by a lack of skills that are required for women. This perceptions mostly form from career barriers like stereotypes, judgments, role conflict, the company practices (such as discrimination in recruitment and promotion), lack of contacts and network communication problems. The researchers have found that the level of glass ceiling perception is depend on severeal factors. Due to the the current positions of female employees the glass ceiling perception can be high or low. A female respondent, age range 31 to 40, stated that she had never felt that she had been discriminated against due to her gender, but this could be due to the fact that she was not high enough up the career ladder for it to be an issue.[109]

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[108] A. R. Tai, R. L. Sims, **"The Perception of the Glass Ceiling in High Technology Companies"**, Journal of Leadership and Organizational Studies, Vol. 12, No. 1, 2005, pg. 16-23

[109] E. Jones, C. Oppenheim, **"Glass Ceiling Issues In The Uk Library Profession**", Journal of Librarianship and Information Science, Vol. 34, No. 2, 2002, pg. 103-115

More than half of female managers believe that they are exposed to discrimination in salary, promotion opportunities, training opportunities and on getting feedback from superiors. The results are parallel with the findings from the study on this subject. A survey with female managers in hospitality sector, half of the sample was perceived discrimination as a fundamental business problem. In a study conducted in hotel enterprises in Asia, being deprived of networking and contacts were important factors in the formation of the perception of the glass ceiling. This study examined the effect of demographic characteristics on the perception of the glass ceiling and the results show that those who married are perceived more intensively the glass ceiling effects. This is because the married women in Turkish society assume more responsibility within the family, home and child care are seen in the first degree charge, to give importance to family support, this support is less than the industry's long, heavy and stressful, depending on the tempo of work is that work-family conflicts. The findings showed that the glass ceiling can not be explained by the perception of a single factor. At glass ceiling perception, stereotypes, judgments, discrimination, role conflict and guidance factors were found to be effective.[110]

The high rate of female workers believe that there are glass ceiling barriers for them. men also agree on this issue, but is dominated by a small percentage of men than women thought of this. In this context, the unavoidable result is the level of awareness of women than men is higher because of the glass ceiling barriers that women encounter.[111]

The literature reveals many examples of women being excluded from informal network opportunities. While these women reported that their male colleagues were fairly comfortable with their participation in formal gatherings, they were not invited to these informal gatherings along with their male peers.[112]

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[110] N. Anafarta, F. Sarvan, N. Yapıcı, "**Konaklama İşletmelerinde Kadın Yöneticilerin Cam Tavan Algısı: Antalya İlinde Bir Araştırma**", Akdeniz İ.İ.B.F. Dergisi, No. 15, 2008, Antalya, pg. 111-137

[111] B. Sezen, **"Örgütlerde Kadın Çalışanların Karşılaştıkları Cam Tavan Engeli: Orta ve Büyük Ölçekli Otel İşletmelerinde Bir Araştırma"**, Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü Turizm İşletmeciliği Anabilim Dalı Yüksek Lisans Tezi, Çanakkale, 2008

[112] J. C. Jackson, Women **Middle Managers' Perception Of The Glass Ceiling**, Women İn Management Review, Vol. 16, No.1, 2001

## 3.2 Researches In This Field

The understanding of women's careers requires the acknowledgement that women have fundamentally different experiences and we find ourselves in different situations when developing our careers compared with men. Women have had traditionally less orderly careers.

Historically, it has been argued that women have been forced to adapt to limited opportunities by becoming job rather than career-oriented and to focus on the immediate intrinsic rewards of the task rather than longer-term benefits. [113]

### 3.2.1 Studies In The World

Baumgartner and Schneider (2000) found that there are some strategies to over come the glass ceiling effects. In this study, participants defined the glass ceiling and offered advice for young female professionals seeking to manage the glass ceiling. Four strategies were offered to young females aspiring to break the glass ceiling. The first strategy involves making the effort. It means that breaking the glass ceiling involves goal setting. Promoting yourself was the second strategy. Good communication skills were essential. In addition to making the effort and self-promotion, a third strategy that emerged was determination. Centrally, the message here involves expecting resistance from society and from the organizations. Determination involves perseverance toward goals. Finally, research and education composed the fourth strategy. The women encouraged taking advantage of opportunities such as internships, taking lower-level jobs to gain diverse experiences, and joining organizations that are likely to advance your career path.[114]

Another study focused on the perception of a glass ceiling of female employees' opportunities for advancement. In Tai and Sims's study in 2005, the results show

[113] S. Mavin, **"Women's Career İn Theory And Practice: Time For Change?"**, Women in Management Review Vol.16, No.4, 2000, pg. 183-192
[114] M. S. Baumgartner, D. E. Schneider, **"Perceptions of Women in Management: A Thematic Analysis of Razing the Glass Ceiling"**, Journal of Career Development, Vol.37, No.2, pg. 559-576

women are obtaining the necessary education and work experience required to obtain higher management positions in the future. The educational level of the female employees is quite high in this study's sample. Women and men have developed this awareness and will ultimately challenge the status quo. This awareness should become an important priority management educator if women are to fulfill their potential, both as professionals and as managers. Better educated women have a definite advantage. The results show that men have greater opportunities to overcome barriers to career advancement than women do in the high technology companies studied. Although feelings of equality are prevalent among women in the sample organizations, women who have the same education and experience are not rewarded with advancement comparably to men within their companies.[115]

Tlaiss and Kauser's study has shown a interesting results in 2010 about the Lebanese female workers. Researchers have confirmed that women who have a mentor do better in management and in their careers, as women with mentors gain reflected power, feedback, and access to resources and senior managers through the mentors. Despite the positive impact that mentoring has been claimed to have on the career advancement of female managers in terms of creating a favorable organizational environment, enhancing employee satisfaction, providing career development functions and self-confidence and improving promotional prospects, the perceptions reported in this study by Lebanese female managers did not support the idea of the importance of a mentor for their career development.

This reaction to the importance of mentoring suggests that mentoring as a concept appears to be nonexistent in the Lebanese workplace. Therefore, the majority of female managers do not perceive the absence of a mentor as hindering their career progression and do not attribute their success to having a mentor simply because most never had one. This lack of the mentoring concept within the Lebanese workplace brings into question the significant role that mentoring may have on the career advancement of female managers in this region. This study also suggests that social isolation does not take away women of being able to develop informal relationships and

[115] A. R. Tai, R. L. Sims, Journal of Leadership and Organizational Studies, Vol. 12, No. 1, 2005, pg. 16-23

contacts with their work colleagues. So they do not use this type of career development strategies to overcome the glass ceiling effects.

The findings of this study support the literature in that women generally have difficulties in building work relationships with others in the organization. In the case of Lebanese female managers, this intricacy lay with the women themselves. This means that Lebanese female managers have difficulties in establishing friendly inter-personal relationships with their female colleagues rather than their male colleagues.

In particular, many women reported that relationships and knowing the right person could assist them in their careers. The challenge for Lebanese companies then is to build the confidence of women employees and to provide mentor programs that include and promote positive role models for women; provide access to networks that will allow women to exchange information, provide support, discuss issues and seek advice on career issues all of which becomes vital for career success. As this study clearly show strategies for breaking the glass ceiling can be different for many reasons and effects.[116]

The results of this study suggest that women are getting the education and work experience required to obtain top management positions in the future. In addition to educational credentials, the study participants mentioned hard work, mentors, interpersonal skills, producing hgh-quality work, and willingness to take risks as factors most pertinent to their success. Today's women managers have an array of factors going in their favor. However, in order to improve the chances of successfully promoting women to senior management positions, business organizations need to understand the barriers and negative events that deny women managers the opportunities to develop andadvance in their careers.[117]

As the another study shows that mentoring is one of the effective career development tool. Researchers have suggested that women are not as likely to actively pursue and develop career-enhancing relationships and have a tendency to believe that

[116] H. Tlaiss, S. Kauser, **"Perceived Organizational Barriers To Women's Career Advancement in Lebanon"**, Gender in Management: An International Journal Vol. 25, No. 6, 2010 pp. 462-49

[117] R. M. Wentling, **"A Study of the Career Development and Aspirations of Women in Middle Management"**, human resource development quaterly, vol. 7, no. 3, 1996

advancement is a result of hard work and talent, thereby underestimating the value of forming politically useful ties through networking.

Aryee, Chay, and Chew (1996) found that mentors were more motivated to mentor others when mentoring was supported in the organization and when there were meaningful indications that the organization valued mentoring.

Bierema (1998) indicated that structure, rewards, policies and organization culture influence women's career progress, generally and stressed the importance of formal mentoring programs as one means to support career development.

Further, Bierema and D'Abundo (2004) emphasized substantial benefits like productivity and competitiveness resulting from effective human resource development programs. It is likely that organizations that overrate mentoring and communicate that value to employees will have greater and possibly more effective, participation in mentoring programs.[118]

### 3.2.2 Studies In Turkey

Women often face with gender-based problems in Turkey. Various prejudices and ingrained in the common ideas of society, prevents women's success to achieve in their work lifes. Also, in our counrty the researchers make a variety of academic studies to investigate the behavior and opinions in this field.

Before evaluating the context of the glass ceiling syndrome that women managers and entrepreneurs faced in Turkey, we can have a look at the social position of Turkish women by the aid of The United Nations Human Development Report in 2003 data about Turkey. Accourding to data, Turkish women, can not benefit from the opportunities offered by the economy and education equally. The sectoral distribution of women are respectively: agriculture, service and industrial sectors.

[118] A. M. Young, S. Cady, M. J. Foxon, **"Demystifying Gender Differences in Mentoring:Theoretical Perspectives and Challenges for Future Research on Gender and Mentoring"**, Human Resource Development Review, Vol. 5, No. 2, 2006, pg. 148-175

In spite of women's rising educational level and gaining a seat on business life, they still face some specific barriers in their career path. The evaluation of Glass ceiling syndrome Turkey's female managers and entrepreneurs, for, gender roles and gender discrimination to the data can look professional.

In the literature about overcome the glass ceiling strategies to has been accepted of the country's because of differences in the sociological and cultural values implementation of change is natural and unique show.

In Turkey, women are still underrepresented in managerial positions. According to 2006 data, the percentage of at top levels of organizations is just 2.7 percent.[119] Although the rate of women in professional occupations is high and satisfactory, this rate declines sharply in decision-making and strategic positions. Under the male - dominated organizational structure, women encounter some barriers to enter social networks in organizations. In this way, they could experience some difficulties in gaining social support from their colleagues.

In Turkey most Turkish managers would like to maintain their power and status in their organizations this is because traditionally it is not easy to become a manager and gain a power status in organizations. This is mainly because in a power culture personal relations are more important than individual qualifications. According to this fact status of the manager and status of their conflict partner may determine the conflict management styles.

Managers need to create an informal environment with their employees from different statuses. This should increase the quality and quantity of between employee relationships in an organization. Communal events surrounding national and religious days' celebrations should help people to become more involved with their peers and managers and in this way encourage them to solve their conflict based issues. This would also help to improve communication channels and create opportunities for understanding different ideas and thoughts amongst the managers and employees.

[119] G. Toksöz, **"Türkiye'de Kadın İstihdamının Durumu"**, ILO, 2007, Ankara.

When women's various action supported by administrators in a positive way for developing social relationships to overcome the barriers of existing glass ceiling, the negative effects are decrease and their self-confidence increase.[120]

From previous studies the strategies are explained which used by women to be a manager are general and vocational education, social relationship to develop, participate in career programs, mentoring and overperforming. In other words researchers found that "to show high-performance" strategy has a significant relationship between career progression. That is, "high performance strategy" assists women to reach higher positions in their careers.[121]

In Ozbilgin and Woodward's (2004) study of the banking sector, they reported that especially after the 2001 banking crisis, Turkish banking sector became more institutionalized. Özbilgin and Woodward has identified 3 types of strategies including micro, medium, macro and to break the glass ceiling. The macro-level strategies are such as prevention of the glass ceiling with the European Union regional policies, mid-level ones are prevention with country and state policies, latest in micro-level prevention are the strategies include personal ones.

[120] Z. Sungur, E. Özkalp, A.A. Özdemir, "Conflict Management Styles Of Turkish Managers", **Journal Of European Industrial Training**, Vol.33, No:5, 2009, pg.419-438

[121] A. E. Yoğun Erçen, **"Kadınların Cam Tavanı Aşma Stratejileri: Büyük Ölçekli Türk İşletmelerinde Bir İnceleme"**, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı Doktora Tezi, Adana, 2008

# CHAPTER 4: THE RESEARCH

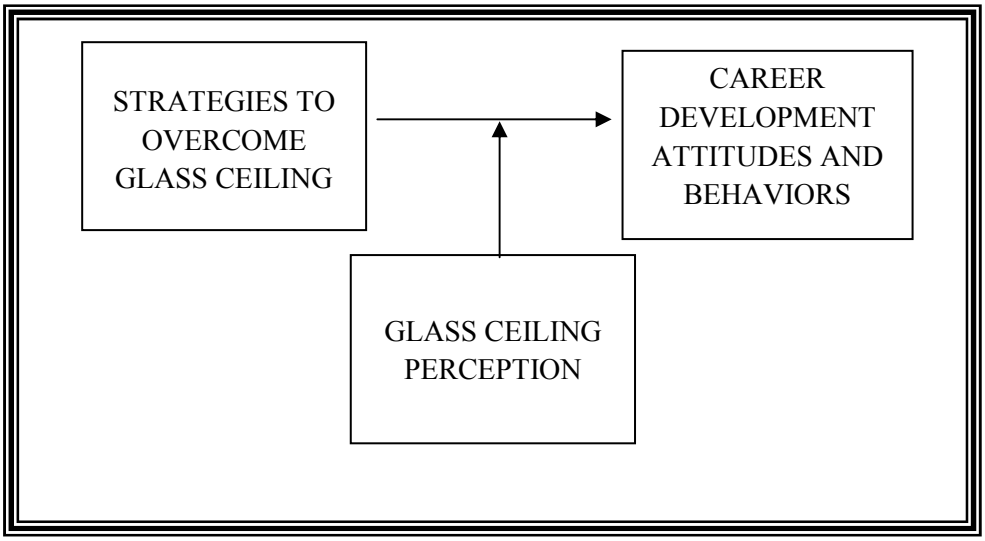
## 4.1 INFORMATIONS ABOUT THE RESEARCH

### 4.1.1 Aim of The Research, Scope and Model

The glass ceiling implies that women have faced invisible barriers in their organizations which inhibit them from obtaining senior executive positions in their companies. This invisible barriers that women face depreciate women's potential abilities, their self-confidence and self-respect, decreases professional moral. At the same time this damage companies long-term benefits like losing talented and aspirational new employees and experienced senior managers.

This research shows that if the glass ceiling is exist for women in their organizations, what kind of strategies have been used to overcome the negative effects of glass celing. Glass ceiling perception of women is an important concept in our research. The purpose of this study is to identify which strategies have most positively impacted women's career advancement to senior executive positions and at the same time glass ceiling perception of women. The model of researc is in the table blow:

**Table 3 : Model of the Research**



### 4.1.2 Type of The Research

This research is a descriptive study that explains women's preferred strategies and kind of initiatives to overcome the glass ceiling effects in the direction of their career development.

### 4.1.3 Limitations

This study has some limitations mostly related to the sample. The first limitations of this research are to be not applied on a particular organization. The other limitations of the study are to be applied only in Istanbul. The experimental subjects were just the women that accepted to apply the research so that is the other limitation of this study.

## 4.2 METHODOLOGY OF THE RESEARCH AND APPLICATION

### 4.2.1 The Sample

The sample of the study is the women employee in the private sector in Istanbul European Side. 199 women employee which work in different roles and positions in the various sectors and organizations was taken as the sample. The sample was selected with an easily sampling method. The information about the participants are presented below in detail.

### 4.2.2 Instruments

The measuring tool of the research is questionnaire. In front of the questionnaire there is a part for explanation of the research's purpose to ensure the participation. The questionnaire consists of four parts.

In the first section, questions are asked to measure the thoughts on the career development of women. For this purpose, the questions of Priscilla and Subramaniam

was used for measuring career planning, career management, career development and job satisfaction issues. This developed scale consists of 29 statements. Four questions related to career planning, two questions from career management, two questions from career development and six questions from the motivations was used to create the first part of the questionnaire. At this point the reliability of scale was found α: 0,822.

In the second section, questions are asked to define the strategies to provide career development. For this purpose, developed questions by Li-Yu Chen (2005), are used to identifie women's career development strategies. This scale has been designed by staying loyal to the recommended procedures of Johnson and Christensen. The Turkish version of the scale has been taken from the doctoral thesis of Ayşe Esmeray Yoğun Erçen, named Glass Ceiling Strategies Of Women: An Amprical Investigation On Large-Size Turkish Companies. The reliability of scale was found α: 0,872

In the third section, questions are asked to determine the glass ceiling perception and whether women are facing with glass ceiling or not. For this purpose, Bayram Sezen's master thesis is used, named "Glass Ceiling Barrier For Women In Organizations: A Research At Medıum And Large Scale Hotel Establishments". The survey section of this thesis has been created with the help of a study by Tükeltürk and Perçin (2007), in the National Congress Of Management And Organization, in the name of "Glass Ceiling Effect to The Top Management Positions For Women In Hotel Companies". However, the question forms haven't been used as mentioned and there have been some changes and additions. Eight questions have been selected from the second part of the questionnarie and this questions created the third part of our questionnaire. The reliability of scale was found α: 0,924

The fourth section of the survey contains a personal information form to know the employees. This personal information part consists of some questions like age, marital status, education, status of having children and number.

### 4.2.3 Scoring

The questions in the first part of the questionnaire that prepared for the employees to know, were coded and were subjected to frequency distribution.

In the 1., 2., and 3. part of the questionnaire form statements were scored which ranging from 5 (Totally Agree) to 1 (Totally Disagree) to indicate how important they think that this items.

Some items that reflect both negative and positive emotions. For the total scale, the negative emotion items must be reverse scored before summing with the oppositely worded items. For the subscales, no reversal is necessary. Negative emotions are items 34, 35, 36, 38, 40, 41, 44, 45. For the total score, responses to all 31 items after the reversals are summed.

### 4.2.4 Application

The participants of this study are women employees in different sectors. Totally 250 questionnaires were distributed to different organizations by hand. The researcher was gave the questionnaire form with explaining the aim of the study to employees. Participants are warned about to fill all the questions and not to leave blank of any questions. The questionnaires were collected after one week period. The distribution and collection of the questionnaires process lasted 1.5 months. Totally 250 questionnaires distributed and 199 of them returned. The response rate is % 79.6.

### 4.2.5 Statistics

The responses were interpreted by various statistical methods, after entering the obtained data into the computer. The first part of the survey data were subjected to frequency distribution. The second and third sections of the questionnaire were primarily subjected to reliability analysis in itself. Then, questionnaires were subjected to statistical analysis such as factor analysis and discriminant analysis, to be tested significance levels. All analysis made with SPSS program, level of significance was adopted 0:05 and the results that significant at 0.01 level, also emphasised.

## 4.3 FINDINGS

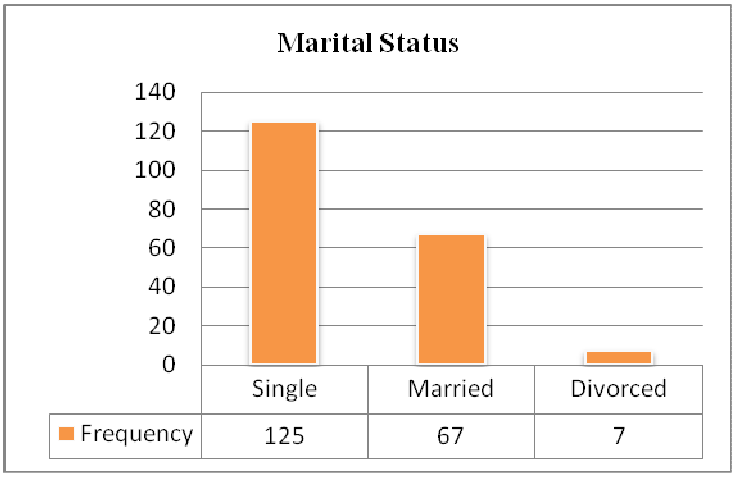
### 4.3.1 Findings about Frequency Distributions

Answers in the third part of the questionnaire form, in order to get to answers from the employees about their personal information subjected to frequency analysis. The obtained results are presented in detail below.

#### 4.3.1.1 Frequency Distribution of Marital Status

Table 4 shows the percentage of the participants with regard to their marital status. Accordingly, 62% are single, 34% are married and 7% are divorced. The results are graphically presented in Table 4.

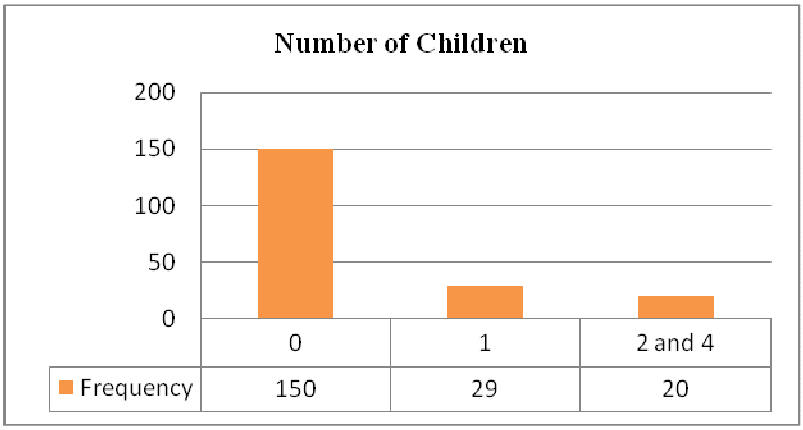
**Table 4: Frequency of Marital Status**



### 4.3.1.2 Frequency Distribution of Number of Children

Table 5 shows the percentage of the participants with regard to their number of children. Accordingly, while %15 of the participants had only one child, 10% of the participants have children between the number of 2 and 4. However, the participants are in ratio of 75% who are single and married without children. The results are graphically presented in Figure 5:

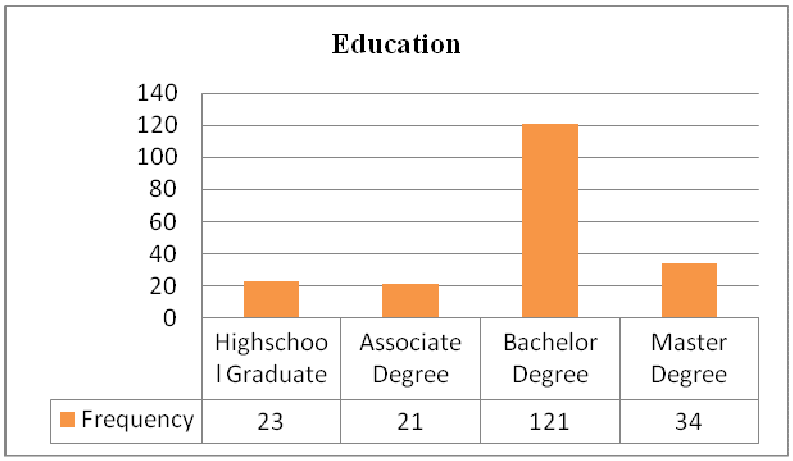
**Table 5: Frequency Distribution of Number of Children**




### 4.3.1.3 Frequency Distribution of Education

Figure 6 shows the percentage of the participants with regard to their education level. Accordingly, 12% of the participants are high-school graduate, 10% are associate degree, 61% are bachelor's degree and 17% of the participants are master degree. In this respect, the majority of the participants are observed bachelor's degree. The results are graphically presented in Figure 6.

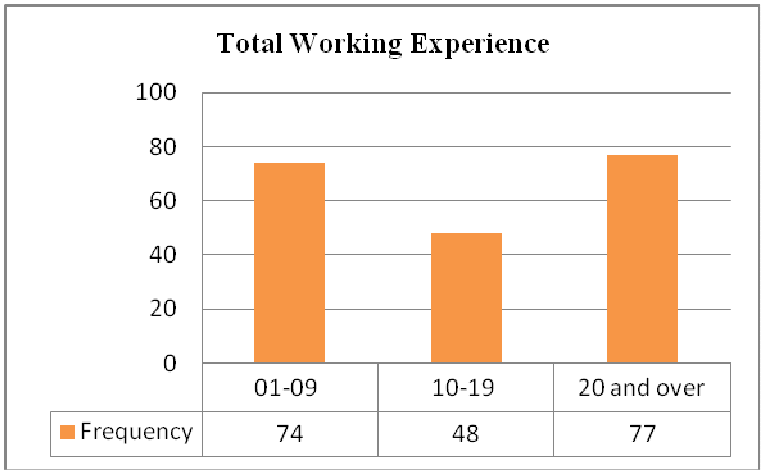
**Table 6: Frequency Distribution of Education**




### 4.3.1.4 Frequency Distribution of Total Working Experience

Figure 7 shows the percentage of the participants with regard to their total working experience expressed in years. Accordingly, 37% have a total professional experience of 1-9 years, 24% 10-10 years, 39% have 20 and over years experiences. In this respect, the majority of the participants have a career twenty and over years. The results are graphically presented in Figure 7.

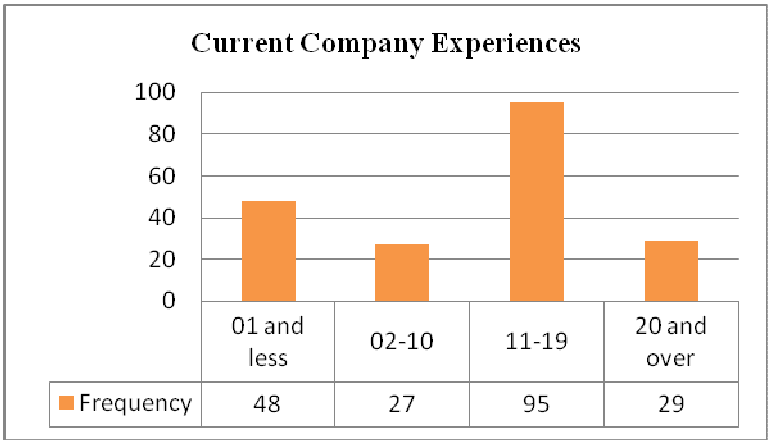
**Table 7: Total Working Experience**



### 4.3.1.5 Frequency Distribution of Current Company Experience

Figure 8 shows the percentage of the participants with regard to their current company experiences expressed in years. Accordingly, 24% have 1 year and less company experience, 13.5% 2-10 years, 48 %11-19 years and 14.5% have 20 years and over experiences in their current company. In this respect, the majority of the participants are employed between 11 and 19 years in their organizations. The results are graphically presented in Figure 8.

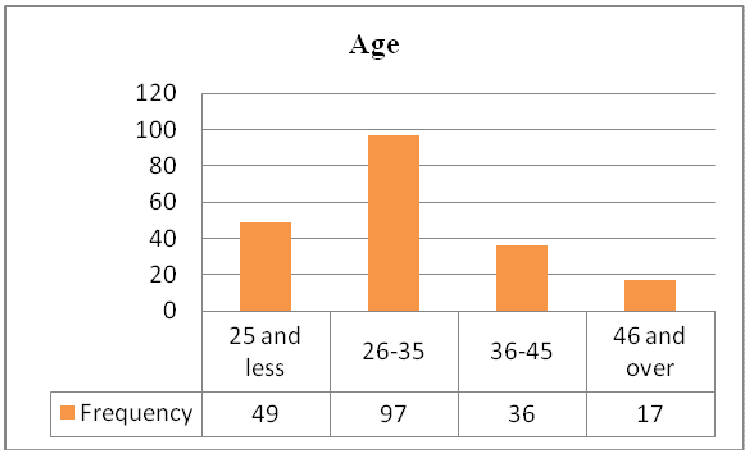
**Table 8: Current Company Experiences**




### 4.3.1.6 Frequency Distribution of Age

Figure 9 shows the percentage of the participants with regard to age. Accordingly, 25% are 25 years old and younger, 49% are between 26-35 years old, 18% are between 36-45 years old and 8% are older than 45 years old. In this respect, the majority of the participants are between 26-35 years old women. The results are graphically presented in Figure 9.

**Table 9: Frequency Distribution of Age**




## 4.3.2 STATISTICAL ANALYSIS

### 4.3.2.1 Reliability Analysis

The reliability of the questionnaire is tested by Cronbach's Alpha, dividing the questionnaire into three parts as "Career Development Attitudes and Behaviors" related questions, "Strategies to Overcome The Glass Ceiling" related questions and "Glass Ceiling Perception". The reliability is tested for each of these areas and the table below is obtained:

**Table 10: Reliability Analysis Results**

| **Scales** | **α** |
|---|---|
| Career Development Attitudes and Behaviors | **0,822** |
| Strategies to Overcome The Glass Ceiling | **0,872** |
| Glass Ceiling Perception | **0,924** |

### 4.3.2.2 Discriptive Statistics of Career Development Attitudes and Behaviors

Firstly, the first part of the questionnaire belonging to career development attitudes and behaviors are examined. The results are presented below Table 11

**Tablo 41: Discriptive Statistics of Career Development Attitudes and Behaviors**

| | **Statistics** | | | | **Frequency** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Std. Deviation** | **Mean** | **Median** | **Mode** | **Totally Agree** | **Considerably Agree** | **Partially Agree** | **Slightly Agree** | **Totally Disagree** |
| 10. Career development is important for me. | 0.68 | **4.60** | 5 | 5 | 135 | 53 | 7 | 3 | 1 |
| 16. I set up the plan to do my job better. | 0.73 | **4.48** | 5 | 5 | 119 | 62 | 14 | 3 | 1 |
| 3. I set up areas that need some improvement in my level of skill and knowledge. | 0.66 | **4.43** | 5 | 5 | 102 | 84 | 10 | 3 | 0 |
| 11. I understand that a need for a continuous career development. | 0.86 | 4.35 | 5 | 5 | 109 | 62 | 19 | 7 | 2 |
| 2. Career skills in order to determine my options to analyze my interests. | 0.74 | 4.31 | 4 | 5 | 89 | 87 | 18 | 5 | 0 |
| 6. Being regular and programmed, provides me career development. | 0.90 | 4.29 | 5 | 5 | 101 | 68 | 21 | 5 | 4 |
| 1. I know how do I impose my interests and my business to my career. | 0.74 | 4.27 | 4 | 4 | 85 | 87 | 23 | 4 | 0 |
| 13. I tried to follow innovations in my field. | 0.81 | 4.20 | 4 | 5 | 83 | 79 | 32 | 4 | 1 |
| 15. I plan the difficult but not impossible jobs. | 1.01 | **3.92** | 4 | 5 | 69 | 68 | 44 | 14 | 4 |
| 5. I join business activities for my personal progress on a regular basis. | 1.00 | **3.80** | 4 | 4 | 49 | 89 | 39 | 16 | 6 |

The table indicates that the average of given answers are not very low. The results show that participants (with the high avarage) take career development as an

important issue and (with the high avarage) join the activites to self-progression. This results are indicative of

#### 4.3.2.3 Factor Analysis Results for Career Development Attitudes and Behaviors

In the process of factor analysis, three successive deletions of items were required (CDAB F1, CDAB F2, CDAB F3) and finally 10 items left with 3 factor components that are explaining 64.669 % of variance. This factors are called;

**• CDAB F1 : CAREER-ORIENTED EFFORTS AND INITIATIVE**

**• CDAB F2 : ANALYSIS AND DIRECTION OF INTEREST TO CAREER**

**• CDAB F3 : THE IMPORTANCE AND CONSCIOUSNESS OF CAREER**

During the analysis, four expression excluded from the analysis because of low explanatoriness or take part under more than one factor. Details of factor analysis are presented in Table 12 blow:

**Tablo 15. Factor Analysis Results for Career Development Attitudes and Behaviors**

| **FACTOR 1: CAREER-ORIENTED EFFORTS AND INITIATIVE** | | | |
|---|---|---|---|
| α: 0,775 | Mean: 4,140 | % of Variance: 25,969 | Factor Loading |
| 13.I set up the plan to do my job better. | | | 0,768 |
| 6. Being regular and programmed provides me career development. | | | 0,723 |
| 5. I join business activities for my personal progress on a regular basis. | | | 0,664 |
| 10. I tried to follow innovations in my field. | | | 0,644 |
| 12. I plan the difficult but not impossible jobs. | | | 0,641 |
| **FACTOR 2: ANALYSIS AND DIRECTION OF INTEREST TO CAREER** | | | |
| α: 0,770 | Mean: 4,337 | % of Variance: 22,131 | Factor Loading |
| 2. I determine my options and career skills in order to analyze my interests. | | | 0,849 |
| 1. I know how do I impose my interests and my business to my career. | | | 0,797 |
| 3. I set up areas that need some improvement in my level of skill and knowledge. | | | 0,731 |
| **FACTOR 3: THE IMPORTANCE AND CONSCIOUSNESS OF CAREER** | | | |
| α: 0,735 | Mean: 4,475 | % of Variance: 16,569 | Factor |

| | | | Loading |
|---|---|---|---|
| 8. I understand that a need for a continuous career development. | | | 0,884 |
| 7. Career development is important for me. | | | 0,844 |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy : 0,796<br>Approx. Chi-Square : 656,560 d : 45 Sig. : ,000 | | | |

As it is shown in the figure, in three factors examined, the high explanatory factor of career development was called “Career-Orıented Efforts And Initiative”
In addition, according to the means the most meaning factor can be designate as " The Importance and Consciousness of Career".

| | **Factors and Means** | | |
|---|---|---|---|
| | Career-Orıented Efforts and Initiative | Analysıs and Direction of Interest to Career | The Importance and Consciousness of Career |
| APTICIPANT 1 | 3,8 | 4,1 | **5,0** |

After an analysis of factors related to career development of participants, an assessment have been made to determine the most prefered factor in 3 different factor.

In this sense, the highest value for each participant by comparing the average of the three factors that participants identified as a significant factor. For example, Participant 1 as shown in the table the average of factors has emerged.

#### 4.3.2.4 Discriptive Statistics of Strategies to Overcome Glass Ceiling

The second part of the questionnaire that belonging to strategies to overcome glass ceiling are examined. The results are presented below Table 13:

**Tablo 63. Discriptive Statistics of Strategies to Overcome Glass Ceiling**

| | Statistics | | | | Frequency | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Std. Deviation | Mean | Median | Mode | Totally Agree | Considerably Agree | Partially Agree | Slightly Agree | Totally Disagree |
| 28. Advancement education helped me improve my leadership skills and qualify for a senior executive positions. | 0,95 | **4,16** | 4 | 4 | 81 | 89 | 14 | 9 | 6 |
| 31. I feel that I have had to prove my abilities repeatedly and have needed to outperformothers in my organization to reach a senior executive positions. | 1,06 | **4,04** | 4 | 5 | 81 | 69 | 34 | 5 | 10 |
| 19. Advanced education has been an important factor in my attaining a senior executive position in my organization | 1,02 | **4,02** | 4 | 5 | 77 | 71 | 33 | 13 | 5 |
| 29. Informal networking within my organization helped me modify my communication style and behaviors in order to succeed in senior executive roles. | 1,03 | 3,95 | 4 | 5 | 72 | 70 | 37 | 15 | 5 |
| 26. I feel my advanced education has been beneficial to my obtaining a senior executive positions. | 1,05 | 3,85 | 4 | 4 | 60 | 78 | 40 | 13 | 8 |
| 25. Developing unique skills, expertise, and working harder than my peers have been key to my advancement to a senior executive position in my organization. | 1,06 | 3,83 | 4 | 4 | 59 | 79 | 37 | 16 | 8 |
| 23. Working harder than my peers did and performing extra work were key in my attaining a senior executive position. | 1,11 | 3,63 | 4 | 4 | 42 | 86 | 41 | 16 | 14 |
| 20. The mentors in my life have enabled me to attain knowledge and skills I have needed to obtain a senior executive position | 1,09 | 3,62 | 4 | 4 | 46 | 70 | 56 | 16 | 11 |
| 33. Informal internal networks are essential for obtaining senior level positions. | 1,15 | 3,55 | 4 | 4 | 45 | 68 | 52 | 20 | 14 |
| 30. Internal mentoring programs have been beneficial to my promotion to a senior executive position. | 1,22 | 3,49 | 4 | 4 | 47 | 60 | 56 | 16 | 20 |
| 21. Networking helped me make contacts and establish good relationships with others in my organization, helping me advance to a senior executive position. | 1,29 | 3,31 | 3 | 3 | 41 | 55 | 56 | 19 | 28 |
| 27. Career tracking offered me opportunities for career advancement. | 1,30 | 3,03 | 3 | 4 | 24 | 61 | 49 | 27 | 38 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 24. A career tracking program in my company identified me as a high potential employee and helped me gain visibility and experience through challenging and high profile assignments. | 1,29 | **2,99** | 3 | 4 | 25 | 54 | 52 | 31 | 37 |
| 22. Special training within my organization provided by career tracking and coaching by high-level managers were important to my career advancement. | 1,21 | **2,98** | 3 | 3 | 19 | 56 | 58 | 34 | 32 |

### 4.3.2.5 Factor Analysis Results for Glass Ceiling Strategies

In the process of factor analysis, five successive deletions of items were required (SOGS F1, SOGS F2, SOGS F3, SOGS F4, SOGS F5) and finally 14 items left with five factor components that are explaining 75.898 % of variance. This factors are called;

- **SOGS F1 : STRATEGY OF PARTICIPATION TO CAREER DEVELOPMENT PROGRAMS**
- **SOGS F2 : STRATEGY OF HIGH PERFORMANCE**
- **SOGS F3 : STRATEGY OF EDUCATION AND TRAINING**
- **SOGS F4 : STRATEGY OF SOCIAL NETWORKING**
- **SOGS F5 : STRATEGY OF FORMAL HELP FROM A MENTOR**

Details of factor analysis are presented in Table 14 blow:

**Tablo 14. Factor Analysis Results for Glass Ceiling Strategies**

| **FACTOR 1: STRATEGY OF PARTICIPATION TO CAREER DEVELOPMENT PROGRAMS** | | | |
|---|---|---|---|
| α: 0,881 | Mean: 3,002 | % of Variance: 17,684 | Factor Loading |
| 18. A career tracking program in my company identified me as a high potential employee and helped me gain visibility and experience through challenging and high profile assignments. | | | 0,883 |
| 23. Career tracking offered me opportunities for career advancement. | | | 0,844 |
| 20. Special training within my organization provided by career tracking and coaching by high-level managers were important to my career advancement. | | | 0,757 |
| **FACTOR 2: STRATEGY OF HIGH PERFORMANCE** | | | |

| | | | |
|---|---|---|---|
| α: 0,842 | Mean: 3,873 | % of Variance: 16,742 | Factor Loading |
| 19. Working harder than my peers did and performing extra work were key in my attaining a senior executive position. | | | 0,883 |
| 21. Developing unique skills, expertise, and working harder than my peers have been key to my advancement to a senior executive position in my organization. | | | 0,855 |
| 24. Advancement education helped me improve my leadership skills and qualify for a senior executive positions. | | | 0,744 |
| **FACTOR 3: STRATEGY OF EDUCATION AND TRAINING** | | | |
| α: 0,740 | Mean: 3,966 | % of Variance: 14,457 | Factor Loading |
| 27. I feel that I have had to prove my abilities repeatedly and have needed to outperformothers in my organization to reach a senior executive positions. | | | 0,850 |
| 15. Advanced education has been an important factor in my attaining a senior executive position in my organization | | | 0,804 |
| 22. I feel my advanced education has been beneficial to my obtaining a senior executive positions. | | | 0,673 |
| **FACTOR 4: STRATEGY OF SOCIAL NETWORKING** | | | |
| α: 0,731 | Ort: 3,605 | % of Variance: 14,250 | Factor Loading |
| 28. Informal internal networks are essential for obtaining senior level positions. | | | 0,825 |
| 25. Informal networking within my organization helped me modify my communication style and behaviors in order to succeed in senior executive roles. | | | 0,722 |
| 17. Networking helped me make contacts and establish good relationships with others in my organization, helping me advance to a senior executive position. | | | 0,705 |
| **FACTOR 5: STRATEGY OF FORMAL HELP FROM A MENTOR** | | | |
| α: 0,798 | Ort: 3,558 | % of Variance: 12,765 | Factor Loading |
| 16. The mentors in my life have enabled me to attain knowledge and skills I have needed to obtain a senior executive position. | | | 0,818 |
| 26. Internal mentoring programs have been beneficial to my promotion to a senior executive position. | | | 0,780 |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy : 0,736<br>Approx. Chi-Square: 1,435E3 d: 91 Sig.: ,000 | | | |

The five factors examined above, the high explanatory factor of career development was called “Strategy of Partıcıpatıon to Career Development Programs”
In addition, when the means examined, factor of "training" is the most meaning ascribed factor.

### 4.3.2.6 Discriptive Statistics of Glass Ceiling Perception

The third part of the questionnaire that belonging to glass ceiling perception are examined. The results are presented below Table 15:

**Tablo 15: Discriptive Statistics of Glass Ceiling Perception**

| | **Statistics** | | | | **Frequency** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Std. Deviation** | **Mean** | **Median** | **Mode** | **Totally Agree** | **Considerably Agree** | **Partially Agree** | **Slightly Agree** | **Totally Disagree** |
| 29. Women must study more than men to reach the top management positions. | 1,45 | **3,15** | 3 | 4 | 44 | 49 | 43 | 18 | 45 |
| 31. Men are given more opportunities to upgrade. | 1,46 | **3,05** | 3 | 4 | 39 | 52 | 35 | 25 | 48 |
| 30. Senior managerial positions are given to men than women. | 1,44 | **3,04** | 3 | 4 | 38 | 51 | 36 | 29 | 45 |
| 32. Women's operated by their ability to lower positions. | 1,36 | 2,97 | 3 | 4 | 32 | 46 | 45 | 36 | 40 |
| 33. There are career barriers for women. | 1,29 | 2,93 | 3 | 3 | 27 | 44 | 53 | 39 | 36 |
| 34. Gender is a determining factor of qualifications required for senior management positions. | 1,35 | 2,71 | 3 | 1 | 18 | 53 | 36 | 37 | 55 |
| 35. Men have the right more than women in decision-making. | 1,38 | **2,46** | 2 | 1 | 17 | 40 | 35 | 33 | 74 |
| 36. in senior management if women want to take up a position, management is not tolerated. | 1,21 | **2,15** | 2 | 1 | 8 | 25 | 40 | 42 | 84 |
| **α : 0,924 Arithmetic Mean: 2,807** | | | | | | | | | |

### 4.3.2.7 Factor Analysis Results for Glass Ceiling Perception

In order to measure the perception of glass ceiling, the questions subjected to factor analysis and items are grouped under a single factor. Therefore, the perception of glass ceiling scale values were collected, the arithmetic average was taken and subjected

to analysis. The complementary results of glass ceiling perception are presented below Table 16:

**Table 16: Complementary Results Of Glass Ceiling Perception**

| | Mode | Median | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Glass Ceiling Perception | 3,88 | 2,8750 | 1,00 | 5,00 | 2,8072 | 1,11043 |

The research design are examined, it will be seen that the perception of glass ceiling has been including to the model as a conditional variable. Participants' perception of glass ceiling, divided into two parts based on the median value to demonstrate the differences between analysis and to make good comparison. When the table values analyzed, we can see that the average is not very high (2,8072), in other words, participants' perception of the glass ceiling is not too high. Median value of the scale is also very close to the average value (2,8750).

In this sense, the participations divided into two group as;

- the participants in those under the median value “low glass ceiling perceptions” (Group 1 / 105 people)
- the participants in those over the median value “mid and high glass ceiling perceptions” (Group 2 / 94 people)

### 4.3.2.8 Discriminant Analysis

In this part of the study, this analysis tried to figure out the participants' attitudes and behaviors related to the development of career choices that determine what kind of strategies they use to overcome the glass ceiling.

For this purpose, discriminant analysis used to seperate the strategies to overcome the glass ceiling based on women's career development attitudes and behaviors. This grouping technique distinguishes that which variables contributed the most, to differences between the groups.

Discriminant analysis is a technique for classifying a set of observations into predefined classes. Discriminant analysis to distinguish differences between groups of variables that are testing which is used on a maximum contribute to a grouping technique.

In the analysis, the dependent variable is the career development attitudes and behaviors, independent variables are strategies to overcome the glass ceiling.

However, in our model perception of the glass ceiling is the moderator variable, so glass ceiling perception have been tested in two different discriminant models because of high and low perceptions.

A number of assumptions must be valid to make discriminant analysis. These assumptions are: Populations of each group must be taken to a multivariate normal distribution, should not be multiple correlation between the variables and covariance matrices should be equal for each group (Klecka, 1980).

The relevant assumptions was tested before discriminant analysis. The variables that showed a normal distribution of variables was not caused by multi-correlation. Box's M test was used to test the hypothesis that covariance matrices are equal.(Box's M=6.145, F(6, 26460.16)=0.985, p=0.433).

In the analysis, the group that have a lower glass ceiling perceptions, were not have statistically significant values. Consequently, discriminant analysis results are just shown for group 2 (high glass ceiling perceptions) in the Table 17.

The following Table 17, is seen as a result of discriminant analysis for group 2. strategy 1 and strategy 2 have been found for groups of high perceptions, separating career development attitudes and behaviors.

**Table 17: Stepwise Discriminat Analysis Result**

| Step | Variable Input | Variable Output | Minimum $D^2$ | Wilks' Lambda | F value | p value | s.d.1 | .d.2 |
|---|---|---|---|---|---|---|---|---|
| 1 | Strategy 2 | | 0.833 | 0.898 | 18.325 | 0.364 | 1 | 91 |
| 2 | Strategy 1 | | 5.038 | 0.823 | 14.801 | 0.008 | 2 | 90 |

The first discriminant function's distinctiveness for career development attitudes and behaviors was found 0.328, the second discriminant function's distinctiveness was found 0.280 (Table 18).

**Tablo 18: Canonical Discriminant Function**

| Function | Eigenvalue | % of Variance | % Cumulative | Canonical Correlation | Wilks' lambda | Chi-Square | s.d. | p value |
|---|---|---|---|---|---|---|---|---|
| 1 | 0,120 | 58,7 | 58,7 | 0.328 | 0.823 | 17,671 | 4 | 0,001 |
| 2 | 0,085 | 41,3 | 100,0 | 0,280 | 0,922 | 7,375 | 1 | 0,007 |

Discriminant function coefficients are examined in Table 19;

- In the first function, strategy 2 (beta str.1: 1.066, beta str2: -0.452),
- In the second function, strategy 1 (beta str1: 0.969, beta str.2. 0.079) is weighted.

**Table 19: Canonical Discriminant Function Coefficients**

| Independent Variables | Standardized Coefficients | | Unstandardized Coefficients | |
|---|---|---|---|---|
| | F.1 | F.2 | F.1 | F.2 |
| Strategy 1 | -0,452 | 0,969 | -0,450 | 0,965 |
| Strategy 2 | 1,066 | 0,079 | 1,240 | 0,092 |
| Stable | | | -3,536 | -3,169 |

The first discriminant function has been discriminate, the "career development of attitudes and behaviors" factors of “analysis and direction of interest to career” (factor 2) and “career-oriented efforts and initiative” (factor 1), between “the importance and consciousness of career”(factor 3).

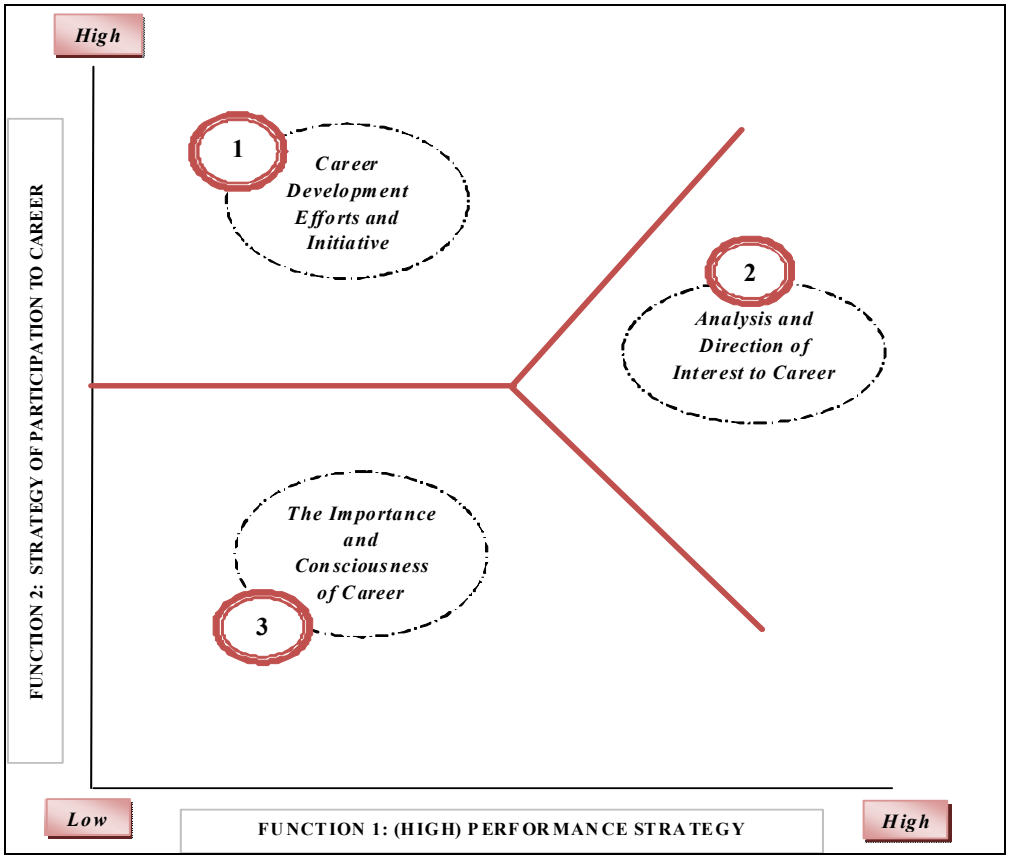
In other words, the participants tend toward "the analysis and direction of interest to career"(use of factor 2), when the function value increases (further use of strategy 2).

The second discriminant function has been discriminate, “career-oriented efforts and initiative”(factor1), between “the importance and consciousness of career”(factor3). In the discriminant analysis, value of the second function increases (further use of strategy 1) career-oriented efforts and initiatives have increased too. However, when function two decreases, the importance and consciousness of career increased.

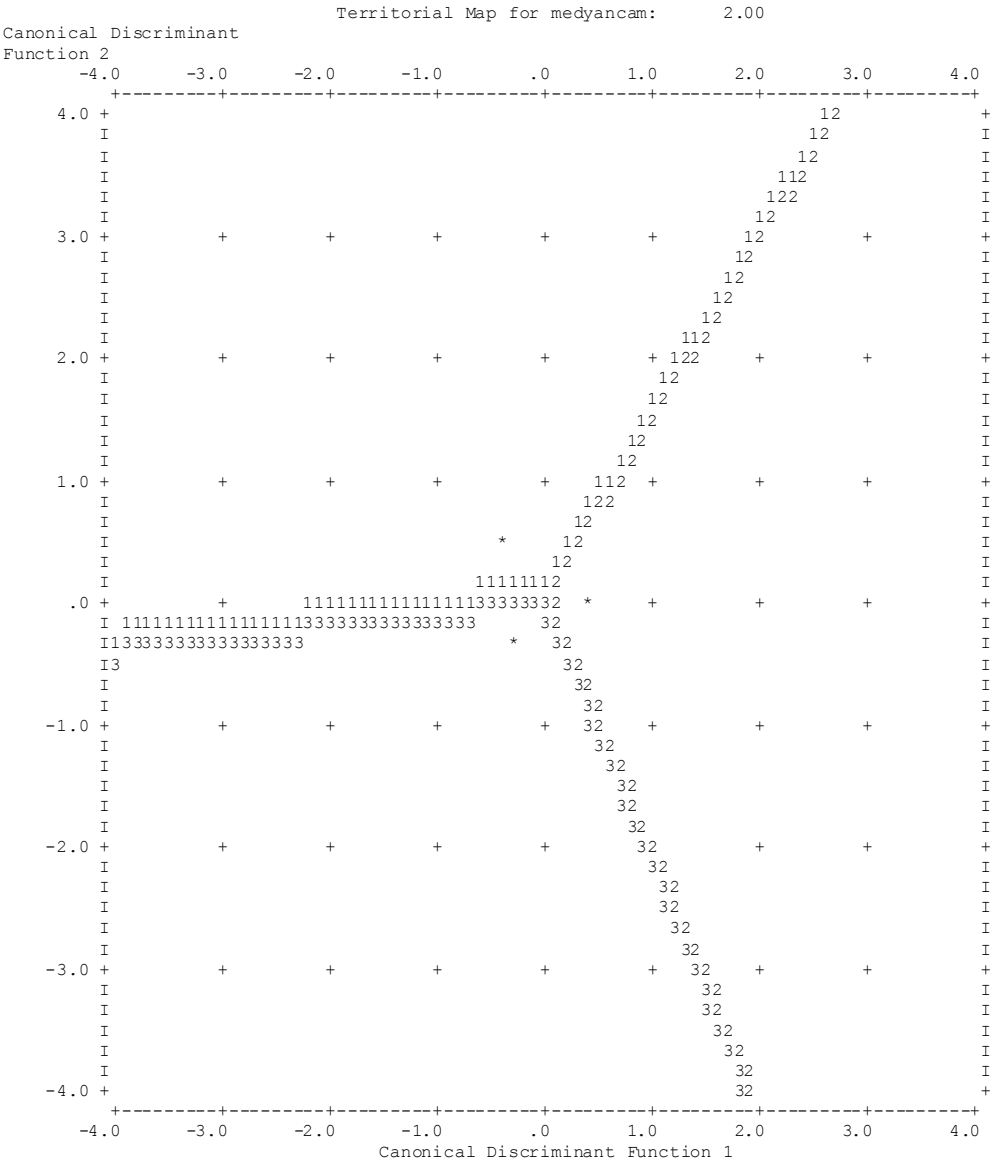
Those who has high glass ceiling perception, use different glass ceiling strategies and the ones who has low glass ceiling perceptions, have no goal about career development. There are some differences between the ones who have low and high perceptions of glass ceiling. High-performing participants, carry out the analysis and direction of interest to career.

The career development programs participants' career-oriented efforts and initiatives rises in high levels and in low levels, the importance and consciousness of career.

**Tablo 20 : Collective Presentation of The Discriminant Analysis Results**



**Tablo 21: Canonical Discriminant Function**




Symbols used in territorial map

Symbol Group Label

1 Career Oriented Efforts and Initiative

2 Analysis and Direction of Interest to Career

3 The Importance and Consciousness of Career

* Indicates a group centroid

# CONCLUSION AND DISCUSSION

The main purpose of this study was to specify the glass ceiling strategies to provide women's career advancement in their work place. In this respect, it is a good starting point to have a look at what the glass ceiling means. Both cognitively, as well as thoughts and perceptions of female employees which constitute our sample, it is meaningful to emphasize on the glass ceiling concept.

In a hierarchical structure, the word "ceiling" implies that there is a limit of advance for female employees on reaching to the top management positions. The glass ceiling concept can define as invisible obstacles that women faced in work environment. This term became substantial to identify the barriers to career advancement of female employees, with an article in the Wall Street Journal published on 24 March 1986 by Carol Hymowitz and Timothy Schellhardt.

When determining the women's career development strategies, the important point is the women's line of vision of the "career development"concept. In this context, the questions related to women's "career development of the attitudes and behaviors" have been analyzed and reached as a result of 3 separate factors. These are; "career-oriented efforts and initiative", "analysis and direction of interest to career" and "the importance and consciousness of career".

The other variable of the research is "strategies to overcome the glass ceiling". In the same way as before, factor analysis results are shown that there are 5 different startegies to breaking the glass ceiling. This strategies are for overcoming the obstacles but at the same time these are also help women to advance their careers. With this context, the relationship between "career development attitudes and behavior" and "strategies to overcome the glass ceiling" were examined.

The third part of the questionnaire measures the glass ceiling perception of the women employees. For this study, level of glass ceiling perception is the main criteria

for interpretation of the outputs. Results shown that, women who have low glass ceiling perception, have no aim about execution of glass ceiling strategies. This result also includes the women, that have no idea about the term of glass ceiling and how it occurs.

There are distinctive differences at career development attitudes and behaviors in those with higher perception of glass ceiling. Some participants prefer different type of strategies to overcome the glass ceiling and these are actually related to the level of their glass ceiling perception.

Discriminant analysis results show that participants with mid and high glass ceiling perceptions, prefer "strategy of participation to career development programs" and "strategy of high performance" to separate career development attitudes and behaviors.

The participants that use "strategy of high performance", fullfill the "analysis and direction of the interest to career". When the "strategy of high performance" decreases, the participants start to use "career-oriented efforts and initiative".

The results of this study identified that the participants who use the "strategy of participation to career development programs", tend towards to the "career-oriented efforts and initiatives" on the high levels of glass ceiling perception. In spite of this tendency in high levels, "the importance and consciousness of career" become important in the low levels. High-performing women cares about analysis and direction of the interest to their careers.

The study by Li-Yu Chen (2005) reports that "formal help from a mentor" is the most effective career development strategy for women' career advancement, in the ranking of five main overcoming strategies for glass ceiling. Formal mentoring programs effectively help female employees break through the glass ceiling. But at the same time, according to this study's findings, four other strategies are also efficient on overcoming the obstacles.

According to our research, getting formal help from a mentor does not make any sense for the women in our sample. This result can be evaluated in the relation of being key differences like scope and application area.

In this field, there are various studies and different results. Erçen's study (2008) reported that among all these identified strategies, "high performance" is the only efficient career development strategy for women. Erçen's this study also support our result about the effectiveness of high performance strategy.

Also, Calano and Salzman (1988) clearly stated that, the most effective strategy for women to promoted is to be more successful and always be clearly ahead from others. The most easy way of breaking the biased point of view about women, is succeed especially against to male employees.

Özbilgin and Woodward's (2004) research about the banking sector indicates that after the 2001 crisis, banking sector has became more corporate. Özbilgin and Woodward has identified three different strategies including macro, middle and micro, for breaking the glass ceiling. The macro-level strategies include the prevention such as the help of European Union regional policies, middle-level of prevention include policies in those countries and states, finally the glass ceiling prevention of micro-level strategies include personal ones.

# IMPLICATIONS AND FURTHER RESEARCHES

This results can evaluate in the corporate organizations to provide the female employees career progression. By the light of this researches, various human resources policies and strategies can be develop. This kind of attitudes directly effect the human capital's productivity, for this reason human resources management units should detailly evaluate the academic results in this field.

Future research can aim to reach larger sample to make the analysis easly and more reliable. Our sample was consist of 199 female employee from the various sector. This sectoral difference may be constricted to only one sector in the . By this way, more specific results and clear appraisals can get as a sectoral basis. The unique form of the application area as a sector, makes major changes on the results.

A further step for this research can be selection of different culture members as a participants. As a result of analysis, this also cause to get different outputs and conclusions. Because of individually and collectively differentiation in life styles, attitudes and habits, the responses of the survey will be different. It is obvious that, especially about the glass ceiling perception, different values and perception levels to be measured.

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# EK : QUESTIONARY FORM

Sayın Katılımcı,

"Kadınların Kariyer Gelişiminde Cam Tavanı Aşma Stratejilerinin Rolü" konulu Yüksek Lisans Tezi Çalışması için araştırmaya bilimsel veri oluşturmak maksadıyla hazırlanan bu anketten elde edilen bilgiler, tamamen akademik amaçlar doğrultusunda kullanılacak ve hiçbir kimse ve/veya kuruluşa verilmeyecektir. Araştırmanın amacına ulaşması; şahsınızın tarafsız, objektif ve içten yanıtlarına bağlıdır. Ankete ayıracağınız zaman ve göstereceğiniz özenden dolayı şimdiden teşekkür ederim.

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**I. BÖLÜM**

| ***Aşağıda bulunan ifadeleri lütfen dikkatlice okuyarak, her ifadeye ne kadar katıldığınızı "tamamen katılıyorum"dan "hiç katılmıyorum"a uzanan ölçek üzerinde işaretleyiniz.*** | **Tamamen Katılıyorum** | **Oldukça Katılıyorum** | **Biraz Katılıyorum** | **Çok az Katılıyorum** | **Hiç Katılmıyorum** |
|---|---|---|---|---|---|
| 1. Kariyer ilgi alanlarımı ve onları işime nasıl uygulayacağımı biliyorum. | | | | | |
| 2. Kariyer seçeneklerimi belirleyebilmek için yeteneklerimi, ilgi alanlarımı analiz edebilirim. | | | | | |
| 3. Beceri ve bilgi seviyemi geliştirmem gereken alanları belirlerim. | | | | | |
| 4. Kariyerimi etkileyen ekonomik ve sosyal eğilimler konusunda bilgi sahibiyimdir. | | | | | |
| 5. İşimle ilgili kendimi geliştirebileceğim aktivitelere düzenli bir şekilde katılırım. | | | | | |
| 6. Düzenli ve programlı oluşum, kariyer gelişimim açısından bana fayda sağlar. | | | | | |
| 7. Kariyer gelişimi benim için önemlidir. | | | | | |
| 8. Sürekli bir kariyer gelişiminin bir ihtiyaç olduğunun bilincindeyim. | | | | | |
| 9. Firmamda olup bitenler hakkında güncel bilgi sahibi olurum. | | | | | |
| 10. Çalıştığım alanla ilgili yenilikleri takip ederim. | | | | | |
| 11. Bir görev verildiği zaman, en iyisini yapmak için zaman harcarım. | | | | | |
| 12. Zor ancak imkânsız olmayan işler tasarlarım. | | | | | |
| 13. İşimi daha iyi yapabilmek için plan kurarım. | | | | | |
| 14. Az veya hiç bilgi sahibi olmadığım bir konuda görev almayı kabul ederim. | | | | | |

**II. BÖLÜM**

| | **Tamamen Katılıyorum** | **Oldukça Katılıyorum** | **Biraz Katılıyorum** | **Çok az Katılıyorum** | **Hiç Katılmıyorum** |
|---|---|---|---|---|---|
| 15. Aldığım eğitim düzeyi bu pozisyona ulaşmamda önemli bir faktördür. | | | | | |
| 16. Terfi etmemde yöneticimin yol göstericiliğinden (mentorumdan) edindiğim bilgilerin önemli etkileri olmuştur. | | | | | |
| 17. Bu pozisyona terfi etmemde iş harici sosyal ilişkilerimin önemli bir rolü olmuştur. | | | | | |
| 18. Çalıştığım işletmenin kariyer gelişim programları terfi etmeme yardımcı olmuştur. | | | | | |
| 19. Bu pozisyona gelmemde iş arkadaşlarıma göre daha çok çalışmam etkili olmuştur. | | | | | |
| 20. Çalıştığım işletmenin beni kariyer gelişim programlarına alması terfime olanak sağlamıştır. | | | | | |
| 21. Bu pozisyona ilerlememde diğer çalışanlara göre yüksek performans göstermemin etkisi olmuştur. | | | | | |
| 22. Bana göre bu pozsiyona terfi etmemde eğitim düzeyimin etkisi olmuştur. | | | | | |
| 23. Çalıştığım işletmenin beni kariyer gelişim programına alması terfi etmeme olanak sağlamıştır. | | | | | |
| 24. Çalıştığım işletmede terfi etmemde çalışkan biri olmamın önemli bir etkisi olmuştur. | | | | | |
| 25. Sosyal ilişkilerimden edindiğim beceriler bu pozisyonda başarılı olmamda etkili olmuştur. | | | | | |
| 26. Çalıştığım işletmede terfi etmemde yöneticimin yol göstericiliğinden (mentorumdan) yardım almamın önemli bir etkisi vardır. | | | | | |
| 27. Eğitim düzeyim bu pozisyona gelmemde yardımcı olmuştur. | | | | | |
| 28. Geliştirdiğim sosyal ilişkiler bu pozisyona terfi etmemde etkili olmuştur. | | | | | |

**III. BÖLÜM**

| ***Bu iş yerinde,*** | **Tamamen Katılıyorum** | **Oldukça Katılıyorum** | **Biraz Katılıyorum** | **Çok az Katılıyorum** | **Hiç Katılmıyorum** |
|---|---|---|---|---|---|
| 29. Kadınlar üst düzey yönetim kademelerine çıkabilmek için erkeklerden daha fazla çalışmak zorundadır. | | | | | |
| 30. Üst düzey yöneticilikler, kadınlardan çok erkeklere verilmektedir. | | | | | |
| 31. Erkeklere terfi konusunda daha fazla imkân verilmektedir. | | | | | |
| 32. Kadınlar, yeteneklerine göre daha düşük konumlarda çalıştırılmaktadır. | | | | | |
| 33. Kadınlara yönelik kariyer engelleri bulunmaktadır. | | | | | |
| 34. Cinsiyet üst düzey yöneticilik için gereken vasıflarda belirleyici veya etkileyici bir faktördür. | | | | | |
| 35. Karar almada erkekler daha çok söz hakkına sahiptir. | | | | | |
| 36. Kadınlar üst yönetimde görev almak isteseler de, yönetim tarafından buna sıcak bakılmaz. | | | | | |

**IV. BÖLÜM** : KİŞİSEL BİLGİ FORMU

37. Yaşınız? ……

38. Medeni haliniz? a) Bekar b) Evli c) Boşanmış

39. Çocuğunuz var mı? Varsa kaç tane? ……..

40. Eğitim durumunuz? a) Lise b) Ön Lisans c) Lisans d) Yüksek Lisans e) Doktora

41. İş hayatında çalışma süreniz? ……..

42. Bu iş yerinde çalışma süreniz? ……..